

APPALACHIAN COLLEGE OF PHARMACY

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*Innovative Pharmacy Practice and Education*



**Advanced Pharmacy Practice  
Experience**

# Experiential Education

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# **Educational Philosophy**

## **Vision and Mission Statements**

### **Vision Statement**

The Appalachian College of Pharmacy, through quality and innovative education, service and scholarship, will improve the general health and well-being of the residents of rural or underserved populations, particularly vulnerable populations within Central Appalachia. The College will educate pharmacists to embrace knowledge and technology to optimize pharmacist-delivered patient care and health outcomes in an interdisciplinary health care environment. The College will collaborate with stakeholders to develop centers of excellence to address identified needs in rural health.

### **Mission Statement**

The Appalachian College of Pharmacy, a college of higher education conferring the Doctor of Pharmacy degree, provides academic, scientific, and professional pharmacy education to address the health-related needs of rural and underserved communities, particularly those in Appalachia, through education, service, and scholarship. The philosophy of the College is to cultivate a learning community committed to education, community outreach, and the professional development of pharmacists.

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# INTRODUCTION

## **Course Description:**

The Advanced Pharmacy Practice Experience (APPE) at the Appalachian College of Pharmacy (ACP) occurs during the third professional year. The six 6-week rotations provide 1440 hours of pharmacy practice experience and are designed to provide students exposure to a variety of practice models, settings, and in-depth experiences so that they acquire the knowledge, practice skills, judgment, and sense of responsibility necessary to support independent and collaborative practice. Practice experiences should be an integration and application of knowledge and skills learned throughout the pharmacy curriculum. Students will keep a pharmacy practice portfolio documenting experiences and activities. The students' experiences will be shared during APPE Forums which occur in the fall and spring of the third professional year.

The APPE sequence is structured with outcome expectations designed to reflect the attainment of practice related competencies as set forth by Accreditation Council of Pharmaceutical Education (ACPE).

The Accreditation Standards and Guidelines adopted in January 2007 specify specific professional competencies and outcome expectations that must be achieved by graduates through the professional pharmacy degree program. Standard No. 12 outlines these competencies as follows:

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.
2. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

Each student is required to master a core set of learning outcomes. Preceptors should provide opportunities for students to be consistently exposed to activities in a graded fashion, as allowed by law, which are expected to enable growth in achieving the professional competencies.

## **Overall outcomes and goals of the APPE sequence are as follows:**

1. To provide a structured practical experience for students in a variety of practice settings as an integral part of their academic education.
2. To provide multiple opportunities to perform patient centered care activities in the institutional, community, and non-traditional pharmacy settings.
3. To provide an opportunity for active participation in patient care responsibilities designed to develop the practice skills, judgment, professional behavior, attitudes and values, confidence, and personal responsibility needed for each student to embark on an independent and collaborative practice.
4. To develop confidence in communicating with patients and health care providers.
5. To exhibit concern for the patient's health and welfare and an appreciation for the importance of the community and hospital pharmacist in the health care system.
6. To develop proficiency in educating patients on health and medication-related issues.

7. To expand and reinforce knowledge gained in the didactic education component of the curriculum to clinical practice and through interactions with preceptors.
8. To provide an opportunity for improving both oral and written communication skills.
9. To emphasize the importance of professional and personal development skills (e.g., professionalism, time management, portfolio development, interpersonal skills).

### **Required Advanced Pharmacy Practice Experiences**

Four (4) out of the six (6) APPEs are required.

- PHA 3020 Hospital / Health-system APPE (Institutional)
- PHA 3030 Community Patient Care APPE (Advanced Community)
- PHA 3040 Ambulatory Care APPE
- PHA 3050 Acute Care APPE (Inpatient Medicine)

### **Elective Advanced Pharmacy Practice Experiences**

The remaining two (2) APPEs are electives.

- PHA 3060 Elective 1 APPE
- PHA 3070 Elective 2 APPE

The competencies to be demonstrated and obtained during **each** patient care APPE rotation are listed below. Additionally, each APPE has a course syllabus which supplements these core competencies and helps to ensure rotation orientation, expectations, and activities.

### **Competency Categories**

- Communication Skills
- Patient Assessment Skills
- Drug Therapy Assessment
- Medication Management
- Critical Thinking and Problem Solving Skills
- Self-learning Skills
- Professional Ethics, Accountability, and Management

1. Demonstrate effective **communication skills**, in verbal and written form, to health care providers, patients, and care givers.
  - a. Write effective, clear, and concise patient care notes and documents.
  - b. Prepare and present, verbally and in writing, case presentations and provide a copy for the preceptor and others as appropriate.
  - c. Provide education and drug information to health care providers, patients and care givers in a clear, concise, and non-threatening manner.
  - d. Target all communications to the appropriate level of understanding for the respective audience.
  - e. Collaborate effectively with colleagues, health care providers, and care givers to engender a team approach to patient care.
  - f. Communicate and collaborate with healthcare providers and policy makers to identify strategies to resolve public health problems and to develop public health policies.
  - g. Deliver effective group presentations using appropriate media aids.
  - h. Use appropriate patient counseling skills.
  - i. Exhibits diplomacy when communicating with others.
  - j. Support conclusions and rationale regarding drug therapy.

- k. Document pharmaceutical care activities in accordance with the institution's standard of practice.
  - l. Use correct medical abbreviations and terminology.
2. Demonstrate **patient assessment skills**.
    - a. Perform a medication history, disease/medical history, and patient interview.
    - b. Elicit pertinent patient-specific behavioral and socioeconomic information.
    - c. Perform physical assessment.
    - d. Assess patient medication adherence.
    - e. Assess patients for health improvement, wellness strategies, and disease prevention.
    - f. Assess patient educational needs and identify limitations.
  3. Demonstrate sufficient knowledge in therapeutics and pharmacology to perform an effective **drug therapy assessment** in the practice setting.
    - a. Assess appropriateness of the patient's medication based on indications for use, mechanism of action, side effects, efficacy, toxicity, costs, and adherence.
    - b. Identify all prescribing errors and medication-related problems to include prescription, over the counter, herbal, and nontraditional therapies.
    - c. Evaluate the current status, etiology, and risk factors for each medication-related problem.
    - d. Prioritize each medication-related problem.
    - e. Identify quality assurance strategies to minimize drug misadventures.
  4. Demonstrate ability to prepare, dispense, monitor, and manage **medication therapy**.
    - a. Demonstrate competence in prescription processing, compounding, and preparation of medication therapy.
    - b. Retrieve, interpret, and analyze patient, disease, and drug data and biomedical literature to develop and implement patient-specific, evidenced-based medication management plans.
    - c. Establish population-specific and patient-specific desired therapeutic outcomes.
    - d. Consider both pharmacologic and non-pharmacologic therapies.
    - e. Develop and apply a pharmacokinetic and pharmacodynamic plan based on clinical status, organ function, laboratory values, drug administration times, and serum drug concentrations.
    - f. Develop and implement comprehensive, practical, accurate, timely, and cost effective medication management plans.
    - g. Promote health improvement, wellness, and disease prevention through collaboration with health care providers, policy makers, patients, and/or care givers.
    - h. Demonstrate ability to work effectively within a formulary system.
    - i. Consider patient economic factors, personnel resources, and drug costs.
    - j. Maintain monitoring forms / tools in an organized and up-to-date manner.
    - k. Develop strategies to improve or maintain patient adherence.
  5. Demonstrate **critical thinking and problem solving** skills.
    - a. Demonstrate ability to independently identify, think through, and solve patient care problems.
    - b. Demonstrate ability to make original recommendations based on inquiry, extensive analysis, and scientific reasoning.
    - c. Retrieve, analyze, and interpret biomedical literature.
    - d. Interpret and apply population-specific and patient-specific information obtained from literature, investigation, and inquiry, to patient care appropriately.

- e. Apply therapeutics and drug knowledge to real life situations.
  - f. Demonstrate organizational, prioritization, and time management skills.
6. Demonstrate and practice **self-learning** and lifelong learning.
- a. Identify and act upon learning opportunities proactively and independently from instructor prompting.
  - b. Read articles, textbooks, and other informational resources to solve patient problems without instructor prompting.
  - c. Practice self-assessment by recognizing one's limitations and implementing a self-learning plan.
  - d. Demonstrate a commitment to independent and lifelong learning.
  - e. Maintain awareness of emerging issues, products, and services that may impact patient care, disease prevention, and public health.
7. Demonstrate **professional ethics, accountability, and management** of health care resources.
- a. Meet professionalism standards as rated on the Final Evaluation Form.
  - b. Adhere to pharmacy laws and ethical standards.
  - c. Apply legal, ethical, social, economic, and professional principles to assure efficient use of personnel, physical, medical, and technical resources in the provision of patient care or promotion of public health.
  - d. Demonstrate understanding and expertise of pharmacy-related informatics.
  - e. Employ quality assurance strategies to optimize patient outcomes.
  - f. Apply patient-specific and population-specific data to minimize drug misadventures and to develop drug use policies and pathways.
  - g. Accept responsibility for patient-centered care and complete all patient care responsibilities before leaving for the day.
  - h. Demonstrate mature and professional attitudes, habits, values, and behaviors.
  - i. Maintain excellence and quality in professional practice.
  - j. Demonstrate effectiveness as a team member and appropriate interpersonal behaviors.
  - k. Demonstrate an appreciation of cultural competency and respect others of another culture, gender, or personal lifestyle.
  - l. Exhibit leadership skills when indicated.
  - m. Follow HIPAA regulations and site specific policies and procedures.
8. Supplement **rotation-specific** and institutional-specific outcomes as outlined by the course syllabus and preceptor's rotation syllabus, respectively (if applicable).

### Methods of Learning

1. Participation in assigned rotation during the APPE sequence and direct interaction with preceptors, pharmacy staff, and other health care providers.
2. Participation in patient care.
3. Self-directed (independent) and directed readings.
4. Self-directed learning in preparation for presentations and/or written assignments.
5. Self-directed learning to enhance practice foundation knowledge and skills.

This manual was created as a guide for preceptors and students. It is not intended to be all-inclusive nor is it intended to limit the student as to what experiences they will undertake while at a practice site.



# CALENDAR

## ADVANCED Pharmacy Practice Experience Activity Timeline

When	Activity
<p>At least two (2) weeks before each APPE rotation begins.  <u>If the rotation site requires an earlier deadline, the student shall comply with the deadline established by the rotation site.</u></p>	<ul style="list-style-type: none"> <li>The student <b>must</b> contact the preceptor to arrange meeting time, obtain directions and to inquire about additional requirements.</li> </ul>
<p>At least two (2) weeks before each APPE rotation  <u>If the rotation site requires an earlier deadline, the student shall comply with the deadline established by the rotation site.*</u></p>	<ul style="list-style-type: none"> <li><u>All</u> site requirements* <b>must</b> be completed and documentation of completion on file with the College.** Any delinquent site requirements that are received after deadlines set by the Office of Experiential Education (OEE) will result in loss of letter grades and possible rotation cancellation.</li> <li>The student <b>must</b> submit to the OEE all site specific required documentation.** The student <b>must</b> also submit this documentation to the site if requested by the site.</li> <li>The student <b>must</b> ensure that all immunizations required for the rotation, including the annual PPD, are <u>up-to-date through the duration of the rotation</u>. Documentation of all immunizations including the annual PPDs <b>must</b> be on file with the College.**</li> <li>The student <b>must</b> ensure that an up-to-date drug screen has been completed as required by the site. Sites may require a drug screen to be completed within the thirty (30) days prior to beginning that rotation or sites may require a drug screen to be completed on site at the beginning of the rotation.</li> </ul>
<p>The first day of each APPE rotation  <u>If the rotation site requires an earlier deadline, the student shall comply with the deadline established by the rotation site.</u></p>	<ul style="list-style-type: none"> <li>The preceptor and student review goals and objectives for the learning experience, review the student's rotation portfolio, and the <b>Final Evaluation Form</b>.</li> <li>The student shall review the rules and the policies and procedures of the site to ensure that the student is familiar with the site's requirements</li> </ul>
<p>No later than Day 4 of each APPE rotation</p>	<ul style="list-style-type: none"> <li>The student <b>must</b> complete the <b>Policy and Procedure (P&amp;P)</b> statement in Rx Preceptor.</li> </ul>
<p>The beginning of week 4 of each APPE rotation</p>	<ul style="list-style-type: none"> <li>The preceptor completes midpoint evaluation and meets with student to discuss and review progress toward goals.</li> </ul>
<p>The last day of each APPE rotation</p>	<ul style="list-style-type: none"> <li>The preceptor completes the <b>Final Evaluation Form</b>, assigns the grade, and meets with student to discuss. The <b>Final Evaluation Form</b> must be submitted electronically to the OEE <b>within 7 days</b> of rotation completion.***</li> <li>The student ensures that all rotation assignments and competency documentation is complete and provides the preceptor with the opportunity to review the documents. These documents are to be retained in the student's portfolio AND submitted via Moodle. All competency documentation must be submitted via Moodle <b>within 7</b></li> </ul>

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- days of the preceptor submitting the **Final Evaluation Form**.
  - The student completes the **Site/Preceptor Evaluation Form**. The **Site/Preceptor Evaluation Form** must be submitted electronically to the OEE within 7 days of rotation completion.\*\*
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\* Site requirements include, but are not limited to, proof of insurance coverage, up-to-date immunization status, valid intern license (if required by the state where the site is located), an up-to-date criminal background check, and other requirements specific to the individual site.

\*\*If documentation for all site requirements is not on file in the OEE by the appropriate deadline the student **will NOT** be allowed to participate in that particular rotation.

\*\*\*All evaluations are accessible and should be completed on Rx Preceptor ([www.rxpreceptor.com](http://www.rxpreceptor.com)). It is the **student's responsibility** to ensure that all evaluations and forms are completed and submitted electronically by the student AND the preceptor within the allotted time frame.

# ROTATION POLICIES and PROCEDURES

The information contained in this manual is complementary to that in the *Student Handbook*. This manual in no way replaces or supersedes the policies and procedures outlined in the *Student Handbook*. Questions or concerns pertaining to policies and procedures within this manual should be directed to the OEE.

## ASSIGNMENT

The student will be assigned by the OEE to a variety of practice sites, including both required and elective rotations. The OEE may gather information regarding student preference in rotation assignment. However, students must be aware that preference is NOT the primary factor in rotation assignment.

ALL rotation assignments are made solely at the discretion of the OEE. Preceptor availability and preceptor schedule shall be considered in making assignments, however, the OEE determines the time and place for all rotations.

In the event that a student must repeat or “make-up” a rotation, for any reason (i.e., medical leave, failures, withdrawals, etc.), the student will be assigned to a rotation consistent with the type of rotation the student was originally assigned. No rotations will be repeated or “made-up” prior to APPE 1 of the next rotation cycle. There is NO guarantee that an appropriate rotation will be available during APPE 1 and scheduling during a later rotation slot, i.e., APPE 2, APPE 3, etc. may be necessary.

ACP reserves the right to change assigned site rotations at any time and without notice. In the case of such a change the OEE will be solely responsible for reassigning the student to a site. A reasonable attempt will be made to make this reassignment in a manner consistent with the profile of the original site, but this may NOT always be possible.

Students may be assigned to sites that necessitate the student driving long distances or relocating. Students are responsible for all expenses related to attending assigned rotations; including, but NOT limited to, transportation, lodging, meals, fulfilling site requirements, etc.

At the discretion of the OEE, special consideration may be given, on a case-by-case basis, to those students who can provide documented evidence of extreme hardship.

At no time should a student attempt to directly or indirectly contact a site or preceptor requesting to be assigned to that site or preceptor, attempt to obtain availability above that which has already been given to the college, or attempt to set up a new site. All such contacts are handled exclusively by the OEE. Any violation of this policy will preclude the student from placement at that site for the duration of their enrollment at the college.

## PRECEPTOR ASSIGNMENT RESTRICTIONS

A student may NOT train under the supervision of a preceptor if they are related to the student by blood or marriage. A student may NOT train at a community pharmacy site if the student has worked, or is currently working, at the site as a pharmacy technician or intern. A student may NOT train at a hospital with a preceptor who has been the student’s direct supervisor. However, a student may train at a hospital in which they have worked as an intern or pharmacy technician if they are placed with a new preceptor working in a different area. It is the student’s professional obligation to inform the OEE of any conflicts associated with these restrictions. Any violation of this policy will result in no credit (failure) for the rotation and referral to CARE and the Honors, Ethics, and Professionalism (HEP) committee.

## COMPENSATION

Student may **NOT** receive or request compensation from pharmacy practice sites or preceptors for hours, projects, activities, or assignments related to any experiential rotation.

## RECORDING OF STUDENT INTERN HOURS

Students will receive academic credit toward graduation for each APPE rotation. In the Commonwealth of Virginia, all practical experience credit required shall only be gained after completion of the first professional year in an approved pharmacy school. Hours obtained during APPE will count toward the 1500 hours of experience required by the Commonwealth of Virginia to take the licensing exam.

## ATTENDANCE

Students are expected to be present at the experiential training site a minimum of 40 hours each week. Additional hours beyond those scheduled may be required in order to complete assignments or other activities. Preceptors may also require students to be present at the site during evening, night, or weekend shifts. Once a student has been assigned a time and place for a rotation, the student's daily schedule, including assignment of shifts and hours, shall be determined by the preceptor. Students shall modify all other schedules to allow full attendance for each APPE rotation.

Documentation from a health care provider or relevant third party may be requested for absences due to illness or personal emergency.

**Any absence must be made up through an equivalent amount of time (e.g., a weekend or evening shift).** If the site does NOT operate sufficient hours during the week to allow students to make up the time missed, a special project as determined by, and at the convenience of, the preceptor after consultation with the OEE. The student will be assigned an incomplete (I) until all APPE requirements have been completed. Preceptors should NOT submit a letter grade for a practice experience until all make-up time or projects have been completed satisfactorily. All incompletes must be resolved in the timeframe defined in the student handbook.

Holidays are NOT recognized by ACP during experiential rotations. Holidays may be recognized at the preceptor's discretion. If the preceptor allows the student to be "off" during a holiday the time missed must be made up prior to the last day of the rotation.

If a student is absent from the rotation for more than two (2) days during the rotation, the preceptor shall contact the OEE to determine the best course of action. Possible consequences, depending on the reason for and length of the absence, may include the following:

- Lowering the student's letter grade, assigning an Incomplete (I) grade, or assigning a failing grade, **despite** any make-up time or additional projects.
- Having the student withdraw from the rotation and make it up at a later time.
  - If the student has been in attendance for three (3) **or more** weeks, the student may receive an Incomplete (I) unless removed for professionalism issues. With the approval of the preceptor, the site, and the OEE, the student may complete the remainder of the rotation, but only if the remainder of the rotation can be completed before the end of the term. If the remainder of the rotation cannot be completed by the end of the term, or is NOT completed by the end of the term, the rotation must be repeated in its entirety. In this situation the rotation may NOT be repeated any sooner than APPE 1 of the next rotation cycle.
  - If the student has been in attendance for **less than** three (3) weeks, the student may be withdrawn from the rotation. Withdrawals must be made up in their entirety. In this situation the rotation may NOT be made-up any sooner than APPE 1 of the next rotation cycle.

- If a student is removed from the rotation for professionalism issues, the student shall be assigned a failing grade for the rotation. Failures must be made up in their entirety. In this situation the rotation may NOT be made-up any sooner than APPE 1 of the next rotation cycle.

Students are responsible for the completion and submission of all documentation assessment forms. Assessment forms will be submitted via Rx Preceptor. If all evaluations are NOT completed and submitted within seven (7) calendar days from the last day of that rotation, students will receive a grade of Incomplete (I). If after fourteen (14) calendar days from the last day of that rotation, all completed required forms have NOT been submitted in their entirety, **APPE grades will be lowered one (1) letter grade.**

APPE grades will be lowered one (1) additional letter grade for every seven (7) calendar days that the required forms are late beyond the initial fourteen (14) day period. This process shall continue until the first of the following scenarios occurs: the required forms are submitted, the student grade has been reduced to “F”, or the semester ends. If the required forms are NOT submitted by the end of the semester, the student will automatically receive a grade of “F”. All students receiving a grade of “F” will be referred to CARE.

Extensions for form submissions may be granted by the OEE on a case by case basis.

### **MEDICAL LEAVE**

If a student must withdraw for medical leave, the student shall follow the procedure for medical leave outlined in the ACP Student Handbook. Depending upon the length of the medical leave and the conditions upon which the student may return to perform rotation duties, the OEE shall endeavor to reschedule the student to complete the rotation as soon as reasonably possible, but NOT before APPE 1 of the next rotation cycle.

### **WITHDRAWALS**

No grade penalty shall be assigned for dropping a rotation on or before the 4<sup>th</sup> working day of the rotation, if the withdrawal has been approved by ACP. A student who withdraws on or before the 4<sup>th</sup> working day shall be assigned a course grade of W (Withdrawn Passing). Withdrawing from an APPE rotation will result in the rotation having be made-up in its entirety and will delay graduation. In this situation, the rotation may NOT be made-up any sooner than APPE 1 of the next rotation cycle.

### **ACADEMIC PROBATION**

If a student fails to pass an experiential course, the student’s performance will be evaluated as outlined below. If a student does not pass a pharmacy practice experience as a result of the student’s professional conduct, the matter shall be referred to the HEP in addition to referral to the CARE Committee. CARE shall recommend an appropriate plan to the Dean to satisfy the pharmacy practice experience requirements.

The plan will be based on assessment of the student’s deficiencies and may require but is not limited to the following:

- Repeat an entire 6-week experience.
- Remediate didactic coursework in addition to remediating an entire experience.
- Other plans may be specified as deemed appropriate.

Any student that fails to demonstrate the competencies and outcomes associated with the APPE must remediate by substituting a different site for the respective failed APPE; however, the student’s transcript will reflect that the APPE was not passed.

If the student is required to take additional didactic or experiential coursework, the student will be responsible for all appropriate tuition, fees, and other expenses such as housing that apply.

If a preceptor asks that a student be removed from the practice site due to any issue related to a student's unprofessional behavior or substandard performance, the student will receive a "F" for that rotation and will be referred to both CARE and HEP. Furthermore, ACP reserves the right to remove a student from a practice site for lack of competence which puts patients at risk of harm, for unprofessional behavior, or any behavior that puts the college or the rotation site at risk.

Elective APPEs for which the student does not receive a passing grade may be remediated by substituting a different elective APPE; however, the student's transcript will reflect the failing grade for the elective APPE.

If the student is required to take additional didactic or experiential coursework, the student will be responsible for all appropriate fees, tuition, and other expenses (such as housing) that may apply.

If a preceptor asks that a student be removed from the practice site due to any issue related to a student's unprofessional behavior or substandard performance, the student will receive a "F" for that rotation and will be referred to both CARE and HEP. Furthermore, ACP reserves the right to remove a student from a practice site for lack of competence which puts patients at risk of harm, for unprofessional behavior, or any behavior that puts the college or the rotation site at risk.

Any student who receives a C on an experiential rotation will be reviewed by the OEE and will be monitored for the remainder of the APPE rotations. Any student receiving a second C while on APPE rotations may be referred to CARE for evaluation.

Any issues involving violations of the Professional Code of Conduct during a pharmacy practice experience will be handled in accordance with the college's disciplinary action process.

### **INCLEMENT WEATHER**

Students shall make their own decisions as to whether to risk driving in snow, ice or other severe weather conditions. If a student decides that the risk of driving in inclement weather is high, then he or she shall notify the preceptor that he or she shall not be present for that day or part of the day. The time missed must be made up at a time convenient for the preceptor. Attendance is a component of professionalism, and if a student's absences or tardiness are determined as unexcused and excessive by the preceptor and the OEE, the student may fail that rotation. Such failure shall be referred to CARE and may be referred to HEP.

### **CONCURRENT EMPLOYMENT**

Employment is strongly discouraged during APPE rotations. However, if employment is necessary, it must not interfere with attendance and performance on the APPE rotation. Many preceptors require the student to be "on-call" or to complete rotation activities outside the usual work day. Students who asks for scheduling accommodation or leave the rotation site prematurely for purposes of employment may receive a failing grade for the rotation. The student may **NOT** receive or request compensation from pharmacy practice sites or preceptors for hours, projects, activities, or assignments related to any experiential rotation.

### **MEDICAL CARE**

Students are required to maintain medical insurance while enrolled at ACP. In case of illness or injury while at the practice site, the student is responsible for his or her medical care and/or treatment, including transportation.

### **BACKGROUND CHECKS**

Each student is responsible for obtaining all necessary background checks required for experiential education and for providing the College and/or the practice site with the results verifying completion as requested. Each student is responsible for the associated fees of the background checks.

## **PRACTICE SITE REQUIREMENTS**

The OEE will inform students of additional practice site requirements. Each student is responsible for completing the necessary drug screens, physical exams, background checks, proof of medical insurance, immunizations, and other requirements as specified for each training site **no later than two (2) weeks** prior to the onset of the rotation and for providing the OEE and practice site verification of site requirement completion **no later than two (2) weeks prior** to the onset of the rotation. If the rotation site requires an earlier deadline, the student shall comply with the deadline established by the rotation site. The student is responsible for the associated fees of such requirements. Students will be notified as early as possible by the OEE if earlier deadlines exist. **If site requirements are not completed by 2 weeks prior to the start of the rotation (unless earlier deadlines are in place) the student's grade will drop by one letter grade. If site requirements are then not completed by 1 week prior to the start of the rotation, the rotation will be cancelled.**

## **INSURANCE AND LICENSURE**

Students will carry in their professional portfolio proof of the liability insurance provided by ACP (minimum limits of \$2,000,000 per occurrence/\$5,000,000 aggregate), and a current Virginia Intern License and Intern Licenses for other states in which the student is assigned. The student is responsible for obtaining, submitting a copy to the OEE, and maintaining all required intern licenses throughout experiential training.

## **IMMUNIZATIONS**

While transmission of infectious diseases by pharmacists does not happen often, the increased role of pharmacists in patient care will increase the chances for exposure and transmission of diseases. Therefore, precautions are extremely important to protect both patients being cared for and health professionals providing care. Students are taught aseptic technique in preparing intravenous products. However, any contact (in addition to venipuncture or finger sticks) with patients can potentially transmit disease. Therefore, all healthcare providers must use proper universal precautions and immunization guidelines.

All students must submit a copy of documentation for each of the following to the Director of Student Services. Additionally, a copy of this documentation must be maintained in the student's professional portfolio:

- **MMR:** Measles (Rubeola) vaccine without immune globulin after 1967, which includes two (2) doses after twelve (12) months of age, and at least one (1) month apart. The second dose should be received after 1980. Mumps immunization or documentation of the disease within your lifetime. Rubella immunization or positive titer in your lifetime.
- **Tetanus-diphtheria:** All adults who have completed a primary series of a tetanus/diphtheria containing product (DTP, DTaP, DT, Td) should receive Td boosters every ten (10) years. If at least two (2) years after last Td booster, health care professionals younger than age 65 years with direct patient contact should be given a 1-time dose of Tdap.
- **Polio:** Three (3) doses of vaccine recommended. If more than three (3) were received, list the last three (3) doses and dates. Please indicate type of vaccine received if known: Oral Polio Vaccine (OPV) or Inactive Polio Vaccine (IPV)
- **Hepatitis-B:** Three (3) doses of Hepatitis B vaccine. A positive titer result is required unless it has been >one year since your third dose. Wait 28 days after the 3<sup>rd</sup> dose of vaccine before getting a titer- it is important to have a titer done within a few months of vaccine completion in order to get accurate information. If negative titer results after three (3) doses of vaccine, additional doses of vaccine will be required. It may take up to a year to complete the required vaccine and titer.
- **Varicella Zoster (Chicken Pox):** Two (2) doses of Varicella vaccine (at least 4 weeks apart) are required **or** laboratory evidence (titer) of immunity **or** reliable history of chickenpox. Vaccination with this live viral vaccine may be waived if there is medical contraindication. Each situation will be assessed on an individual basis.

- **PPD testing:** Results of a two-step tuberculin skin test and a standard tuberculin test annual thereafter.
- **If prior history of a positive tuberculin skin test:** Present documentation of testing, chest X-ray results, and treatment plan. Each situation will be assessed on individual basis.

PPD testing shall be an annual requirement, unless there are other circumstances requiring more frequent testing. Students with a positive PPD test will be required to show proof of a chest x-ray and a statement from their physician confirming the results of the chest x-ray. Information regarding any necessary treatment must be provided. It is the responsibility of the student to have all immunizations completed and forwarded to ACP prior to matriculation. Immunization status will be confirmed by ACP before the beginning of introductory rotations. Students should also be prepared to present these records at their rotation sites. Some sites may require review of immunization records before the student is allowed to begin a rotation.

If a student is missing any component of required immunizations, unless medically contraindicated, that student will NOT be allowed to attend the rotations. In this instance, the grade recorded for the rotation will be a grade of “F”. The student will then be referred to CARE.

### **OSHA TRAINING/COMMUNICABLE DISEASE GUIDELINES**

Students are required to receive training in OSHA Regulations, including guidelines for blood borne pathogens and for proper prevention of communicable disease transmission, before they can participate in APPE. Students must submit a copy of the certification of training to the OEE and retain a copy in their professional portfolios.

### **CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION**

Each student is required to have current BLS Healthcare Provider CPR certification, valid through the duration of the APPE sequence, before beginning APPE. Students must submit a copy to the OEE of their current certification of training to the OEE and retain a copy in their professional portfolios.

### **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) TRAINING**

Each student is required to complete HIPAA training before beginning APPE. Students must submit a copy to the OEE and retain a copy of the certification in their professional portfolios.

### **CONFIDENTIALITY**

During all APPE rotations, students may have access to privileged information about patient health, insurance information, and/or financial information. Students may have access to privileged information about the financial or personal management of the practice site. None of this information is ever to be discussed outside of the rotation site. *Breaches in confidentiality may result in immediate dismissal from the practice site, failure for the APPE rotation, and or dismissal from the Doctor of Pharmacy program.*

### **COMPLIANCE WITH ROTATION SITE POLICIES AND PROCEDURES**

Students must comply with all policies and procedures of the practice site. Preceptors must advise students of the site’s policies and procedures during the orientation process. By no later than Day 4 of each rotation, students are required to answer “Yes” or “No” to the **Policy and Procedures statement** in Rx Preceptor. Students shall be removed from the site if they do not agree to abide by the site’s policies and procedures, or if the student neglects to follow a site’s policies and procedures at any time during the rotation. Students must respect practice site property. Damage to practice site property may result in disciplinary action by either the site, ACP, or both. Students must return all property to the site upon completion of the rotation. Any costs or fines assigned by the site for past due, damaged, or destroyed items are the responsibility of the student. Failure by the student to pay the site for damages caused by the student shall result in the student being assigned a failing grade for that rotation, and may result in the student not being eligible to graduate until such costs or fines are paid.



## **PROFESSIONAL DRESS CODE**

These guidelines specify standards of attire that promote a professional appearance conducive to a positive learning environment. Students must present a professional image to patients, colleagues, and the community.

Conservatism and discretion are key determinants of professional attire selection. In most circumstances, business casual attire is acceptable. Specific examples of professional image include but are not limited to the following:

- Neatly groomed hair, short manicured fingernails, and appropriate dress and shoes.
- Clean and well-maintained clothing that promotes safe and sanitary conditions.
- Clothes must conceal all undergarments at all times.
- Skirts and dresses must be no shorter than knee-length.
- No clothing can drag the ground.
- Shoes should always be in good repair.
- Headwear and other garments that pertain to bona fide religious beliefs or cultural traditions are permitted if these items of clothing conceal all undergarments at all times, are clean and well-maintained, and observe safe and sanitary conditions.

### **Clinic Attire**

- Clinic attire should always be of a business nature and must include a white clinic coat.
  - Men:
    - Shirt, tie, and dress pants
  - Women:
    - Dress pants, skirts (at least knee length), or dresses (at least knee length)
    - Blouses, shirts, or sweaters
- ACP-approved scrubs may be worn, if permitted by the practice site and the preceptor.
- Students must wear a standard-length, long-sleeve white clinic coat.
- Coats must be completely buttoned, clean, and maintained at all times.
- Nail polish of any kind is specifically prohibited while students are in the clinical setting.
- Preceptors in each clinic have final authority over the appearance of students in the clinical setting.

### **Clinic Scrubs Policy**

- Scrubs may be worn only if permitted by the practice site / preceptor.
- Students must wear only ACP approved scrubs.
- The cost of scrubs is the responsibility of the student.
- Clinic coats must always be worn over the scrubs.
- Students have the option of wearing clean all white, all black, or all brown shoes with scrubs, including athletic shoes.
- Scrubs may only bear the ACP logo and the name, degree, and rank of the wearer.
- The print or embroidery must be black, blue, or green.

### **ID Badges**

For security and safety purposes, faculty, staff, and students are required to wear an ACP-issued photo identification card at all times, including at off site and clinical rotations.

**Compliance**

Students are expected to comply with each of these guidelines and are expected to dress appropriately for the specific setting. If the dress code of the site is more stringent, the student shall comply with the more stringent code.

The HEP of ACP will address non-compliance with these guidelines on a case-by-case basis as set forth in the Faculty and Student Handbooks.

**HARRASSMENT POLICY**

Any allegations of harassment shall be dealt with in accordance with the College's Harassment Policy as detailed in the Student Handbook.

**DISABILITY POLICY**

Pursuant of Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990, the Appalachian College of Pharmacy does not discriminate on the basis of age, race, color, national origin, religion, physical or mental disability, or sexual orientation.

Students with a disability that may have some impact on their ability to perform while on rotations and for which may require accommodations should contact the OEE so that reasonable accommodations may be arranged, if possible.

## **PRECEPTOR-STUDENT PROCEDURES**

### **Initial Contact with the Assigned Preceptor**

Students are required to contact their preceptor at least **two (2) weeks** before the rotation begins and submit site specific requirement documentation to the site and to the OEE at least **two (2) weeks** in advance. If the rotation site requires an earlier deadline, the student shall comply with the deadline established by the rotation site.

Students are encouraged to contact their preceptor via email or telephone. Preceptor contact information may be found via Rx Preceptor ([www.rxpreceptor.com](http://www.rxpreceptor.com)). During this contact, students should introduce themselves and ask when and where to meet the preceptor on the first day of the rotation. The preceptor should tell the student where he or she should park and explain any site-specific requirements. If an assigned student fails to contact the preceptor before the rotation begins, the preceptor may lower the student's grade by one (1) letter grade.

### **The First Day of Each Rotation**

Preceptors should provide the students with a **comprehensive orientation** to the training site on the first day of the practice experience. As part of the orientation, the student should be introduced to key personnel and given a tour of the facility. During the first day, students and preceptors should review and discuss the student's professional portfolio. The goals and objectives of the rotation should be reviewed and modified as needed to meet the student's interests and needs.

# RESPONSIBILITIES of PRECEPTORS and STUDENTS

## PRECEPTOR RESPONSIBILITIES

The preceptor should demonstrate the following behavior, qualities, and values:

1. Be a licensed pharmacist and maintain professional competency by fulfilling continuing education requirements as determined by the appropriate State Board of Pharmacy.
2. Review and be compliant with the information contained in the APPE Manual.
3. Practice ethically and with compassion for patients.
4. Assume personal responsibility for patient outcomes.
5. Have professional training, experience, and competence commensurate with their position.
6. Demonstrate a desire and an aptitude for educating others (patients, caregivers, other health care professionals, students).
7. Have a systematic, self-directed approach to their continuing professional development.
8. Collaborate with other healthcare professionals as a member of a team.
9. Be committed to their organization, professional societies, and the community.
10. Supervise the student and review, in detail, expectations for the student with respect to the following: appearance, performance, site-specific processes of prescription processing, and patient care responsibilities. The primary preceptor may delegate some of these responsibilities to other qualified personnel.
11. Allow adequate time for communication and be willing to discuss aspects of professional practice in accordance with ethical, moral, and legal standards.
12. Schedule an orientation session with the student(s).
13. Identify an acceptable replacement to supervise students during any absence.
14. Not assume student competency, but determine it by reviewing the student's performance through observation, assessment, and discussions.
15. Provide an atmosphere conducive to maximal/optimal learning.
16. Provide sufficient reference materials for the provision of information to patients, pharmacists, and other health care professionals. It is strongly recommended that the preceptor have access to the Internet and email.
17. Inform students of any area requiring improvement as early as possible.
18. Complete the mid-point and final student evaluation forms, review them with the student, and submit them to the OEE within one (1) week of the conclusion of the rotation.
19. Not enter into any personal or professional relationship with a student that would jeopardize or interfere with objectivity or effective teaching.
20. Verify student attainment of competencies for each APPE rotation.

## STUDENT RESPONSIBILITIES

The student is responsible for the following:

1. Be knowledgeable of and compliant with the material contained in the APPE manual.
2. Contact the preceptor at least two (2) weeks prior to the start of the APPE. If the rotation site requires an earlier deadline, the student shall comply with the deadline established by the rotation site.
3. Be responsible for all expenses, housing, or fees incurred during the APPE.
4. Be present at the practice site **a minimum of 40 hours per week**.
5. Adhere to APPE schedule and deadlines for assignments.
6. Behave professionally at all times. Students shall be respectful and courteous at all times to preceptors, other health care professionals, patients encountered during the course of APPE, and staff of the OEE.
7. Be willing to admit that you do not know something, and to seek help when necessary.

8. Seek advice and directions from the preceptor. The student should never publicly question the advice or directions of a preceptor; rather these issues should be discussed in private. Students and preceptors are encouraged to discuss any conflicts with the OEE.
9. Take an active role in learning, communication, and participation in the APPE rotations.
10. Communicate effectively with physicians, patients, and other healthcare professionals, but only under the direct supervision and authorization of their preceptor.
11. Register with the Virginia State Board of Pharmacy as an Intern. Each student is responsible for providing a copy of his or her Pharmacy Intern License to the practice site and the OEE. The student shall maintain a copy of the license in his or her professional portfolio.
12. Obtain an Intern license from other state(s), if required, when APPEs are assigned outside the state of Virginia. Provide a copy of the license(s) to the practice site and the OEE. The student shall maintain a copy of the license(s) in his or her professional portfolio.
13. Abide by the laws and regulations that govern pharmacy practice and seek clarification from the preceptor when necessary.
14. Submit evaluation forms and competency documentation by the due date.
15. Be familiar with the Student Handbook for College policies and procedures regarding abuse of substances or alcohol. Evidence of substance or alcohol abuse by a student shall prompt immediate sanction and possible termination from the program.

# FINAL EVALUATION FORM

For each rotation the preceptor shall complete the **Final Evaluation Form**. This form serves as an evaluation tool used by the preceptor to evaluate the student's performance on the rotation. The form also serves as a method of documenting the student's progression toward achieving established global professional competencies. These global professional competencies should be attained throughout the professional program and must be completed prior to graduation. The competencies are based on the American Association of Colleges of Pharmacy's Center for the Advancement of Pharmaceutical Education (CAPE) Outcomes, 2013, as well as the ACPE Standards and Guidelines, 2007.

It is not expected that each student will be able to demonstrate competence of all outcomes at each rotation site. However, by the end of the P3 year, students should have experienced the opportunity to demonstrate the minimal competence of knowledge and skills in all areas.

On the first day of each rotation, the student and the preceptor should review the **Final Evaluation Form** to determine which competencies the student can, and will, have the opportunity to achieve on that rotation. The student and preceptor should discuss the student's strengths and weaknesses and develop a course of action/instruction so that the student is given the opportunity to demonstrate achievement of specific competencies during the rotation.

During the last week of the rotation, the preceptor shall evaluate the student's performance during the rotation by utilizing the rubrics on the **Final Evaluation Form**. The preceptor shall also verify the student's documentation for each asterisked (\*\*\*\*) competency on the **Final Evaluation Form** and acknowledge review of the documentation by affirming the statement "I certify that the student has provided me with documentation for each of the asterisked (\*\*\*\*) competencies above, if evaluated, and I have reviewed the documentation on the **Final Evaluation Form**." Lastly, the student's performance should be discussed with the student.

The student is to submit documentation for each asterisked (\*\*\*\*) competency via posting in the electronic portfolio in Moodle within seven (7) days of the preceptor completing the final evaluation or student's grade will be lowered by one (1) letter grade. A copy of the documentation must also be maintained in the student's hardcopy portfolio.

# PROFESSIONAL SOCIALIZATION

In the *Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree* set forth by ACPE in 1998, Guideline 1.4 states as follows:

The College or School should assure an understanding of pharmaceutical care by its student early in the professional program in pharmacy. The philosophy of practice as well as the necessary professional attitudes, ethics, and behaviors should evolve during the course of study. Moreover, the College or School should insure the professionalization of students, including the provision of a positive outlook for all aspects of pharmacy practice.

Therefore, ACP has designed APPE to focus on the development of professionalism, as defined by the following 10 characteristics:

1. Knowledge and skills of a profession
2. Commitment to self-improvement of skills and knowledge
3. Service orientation
4. Pride in profession
5. Covenantal relationship with the client
6. Creativity and innovation
7. Conscience and trustworthiness
8. Accountability for his/her work
9. Ethically sound decision-making
10. Leadership

## **ABILITY OUTCOMES:**

At the end of the APPE sequence involving professionalism, the student shall be able to do the following:

1. Develop a professional portfolio that will be retained by the student at all times.
2. Demonstrate intellectual curiosity, initiative, integrity, and cooperation.
3. Meet professionalism standards as rated on the professionalism section of the **Final Evaluation Form** with the following objectives:
  - a. Student is punctual, reliable, dependable and “follows through” with responsibilities.
  - b. Student uses time efficiently and prioritizes responsibilities effectively.
  - c. Student accepts and applies constructive criticism.
  - d. Student produces quality work and demonstrates a desire to exceed expectations.
  - e. Student practices personal hygiene and wears appropriate attire.
  - f. Student is cooperative, respectful, diplomatic, and confident.
  - g. Student behaves in an ethical / legal manner and maintains confidentiality.
  - h. Student is nonjudgmental demonstrating an appreciation of cultural competency.
  - i. Student is empathic.
  - j. Student puts others’ needs above his/her own.
4. Assume responsibility for the development of personal professional development.
5. Document responsibility as a student provider in patient-centered care.
6. Demonstrate the covenantal relationship between a pharmacist and a patient.
7. Demonstrate commitment to self-improvement of skills and knowledge base.
8. Prepare and present a talk for classmates about a professionalism-related topic.
9. Exhibit leadership qualities in small group projects during APPE forum.

Preceptors should be aware of their critical role in professional socialization. It is hoped that the preceptor will review the 10 characteristics of a professional and seek to achieve them in their daily practice. Preceptors that recognize the importance of professionalism will be the most effective role models for ACP students to emulate.

**SUGGESTED READING:**

APhA-ASP/AACP Committee on Student Professionalism. Pharmacy professionalism toolkit for students and faculty, Version 1; 2004.

[http://www.pharmacist.com/AM/Template.cfm?Section=Download Toolkit](http://www.pharmacist.com/AM/Template.cfm?Section=Download_Toolkit)

(Accessed 02/01/2012)



# PROFESSIONAL PORTFOLIO

The establishment of the professional portfolio will enable the experiential preceptors to assess the outcomes of experiential activities over a longitudinal time period and compare outcomes with professional expectations. The goals for the development of a portfolio are:

1. Establish a student-centered approach to learning where students actively participate in the learning process and take responsibility for their learning.
2. Track learning and achievement outcomes in experiential learning over the 3 years of the curriculum.
3. Develop the student's communication and organizational skills.
4. Provide tangible evidence of the wide range of knowledge and skills that students possess as they grow professionally.
5. Enable the experiential preceptors to develop and refine learning goals and objectives for specific rotations based on past student experiences and competencies.

The student professional portfolio must include the following items and should be kept in both paper and electronic format: Each section must be tabbed and appropriately labeled. A black, 3-ring binder with tabs, typed, NOT hand-written, that divide the portfolio into the required sections (with an up-to-date table of contents) is required.

1. Title page
2. Table of contents
3. Current *Curriculum Vitae*
4. Copy of current VA Board of Pharmacy Intern license (all states applicable)
5. Verification of background check
6. Copy of up-to-date immunization records
7. Copy of certification of HIPAA training
8. Copy of certification of OSHA training
9. Copy of current CPR certification
10. Copy of certification of liability insurance
11. List of experiential sites the student rotates through as well as preceptor contact information. (For all rotations: EPPE 1, CPPE 1, CPPE 2, EPPE 2, and APPE 1-6)
12. EPPE 1
  - a. Writing Assignment 1 Clinical Skills
  - b. Writing Assignment 2 Patient Simulator
  - c. Reflective Journal
13. CPPE 1\*
14. CPPE 2\*
15. EPPE 2
  - a. Initial SOAP note
  - b. Weekly progress notes/assignments
  - c. Sign off SOAP note
  - d. Case presentation with journal article(s)
  - e. Reflective Essay #1
  - f. Reflective Essay #2
16. APPE 1\*
17. APPE 2\*
18. APPE 3\*
19. APPE 4\*
20. APPE 5\*
21. APPE 6\*

\*Copy of assignments and projects completed during the experiential rotations

The portfolio will be evaluated at the APPE forums by faculty involved with experiential learning. Since the portfolio will continue to be used in subsequent experiential learning courses, completion of a satisfactory portfolio is a requirement to advance to the next professional year (e.g., P1 to P2 and P2 to P3).

Preceptors are encouraged to contact the OEE at ACP for further assistance or questions regarding the student portfolio process.

# APPE ORIENTATION and FORUM

The orientation to APPE provides a review of the APPE Manual and highlights course syllabi, ACP and preceptor expectations, and student responsibilities. During the APPE Forums, students will meet to discuss their assignments, share practice experiences from the rotations, and provide the OEE his/her up-to-date professional portfolio. During the APPE forum, faculty may assign group activities or other active learning exercises to reinforce learning outcomes and on-site experiences.

The primary goal of the APPE Forums is the provision of an environment in which students are able to comfortably share and compare practice experiences with classmates. Each student will have unique experiences they will want to share for learning purposes with other students.

The student must bring and his/her professional portfolio to all APPE Forums.

Attendance at **all** orientations and forums is **mandatory**. All absences will be determined as excused or unexcused by the OEE and documentation for such absences shall be required. Unexcused absences from any orientation or forum cannot be made-up. Excused absences from orientation or forum must be made up as determined by the OEE. Excused absences not made up within the time frame set by the OEE and absences determined to be unexcused shall result in the student being suspended from the next experiential rotation, referral to CARE, and possible referral to HEP.

# ASSESSMENT

## Midpoint Evaluation

Preceptors should complete a midpoint evaluation, through Rx Preceptor, of the student at the beginning of the fourth week of the rotation. The preceptor should meet with the student to discuss the results. The midpoint evaluation provides an opportunity for the student and preceptor to discuss the strengths and weaknesses displayed by the student during the first half of the rotation.

## Final Preceptor Evaluation of Student

Preceptors will complete a final evaluation, through Rx Preceptor, of the student, verify supporting documentation, and meet with the student to discuss the results no later than the last Friday of each rotation.

## Student Evaluation of Preceptor/Site

Students are required to complete the **APPE Site/Preceptor Assessment Form**, through Rx Preceptor, at the completion of each APPE rotation. Students are to provide constructive feedback and criticism on the assessment form. After review by the College, the information on this form may be shared with the preceptor in aggregate form.

Students are responsible for the completion and submission of all assessment forms. Assessment forms will be submitted via Rx Preceptor. If all APPE assignments and evaluations are NOT completed and submitted within seven (7) calendar days from the last day of that rotation, students will receive a grade of Incomplete (I). If after fourteen (14) calendar days from the last day of that rotation, all completed required forms have NOT been submitted in their entirety, APPE grades will be lowered one (1) letter grade.

APPE grades will be lowered one (1) additional letter grade for every seven (7) calendar days that the required forms are late beyond the initial fourteen (14) day period. This process shall continue until the first of the following scenarios occurs: the required forms are submitted, the student grade has been reduced to “F”, or the semester ends. If the required forms are NOT submitted by the end of the semester, the student will automatically receive a grade of “F”. All students receiving a grade of “F” will be referred to CARE.

Extensions for form submissions may be granted by the OEE on a case by case basis.

## Grading in APPE Rotations

Rubric Score	Final Letter Grade
4.50-5.00	A
3.50-4.49	B
3.00-3.49	C
2.99 or below	F

Letter grades from “A” through “F” are used to indicate student performance during the APPE rotation.

- An “A” grade indicates *exceptional* individual performance.
- A “B” grade indicates *above average* individual performance.
- A “C” grade indicates *acceptable* individual performance.
- An “F” grade indicates unacceptable performance (i.e., failure). No credit is awarded for a grade of “F,” and the student must repeat the rotation.

## Academic Probation

**Students placed on academic probation shall be referred to CARE. Students placed on probation due to lack of professional competency shall also be referred to HEP. If a student is placed on probation, the ACP reserves the right to modify any or all subsequent rotations as to preceptor and/or site.**

## **Failing a Student**

**Students who fail to pass a rotation shall be referred to CARE. Failures due to lack of professional competency shall also be referred to HEP.**

Situations that may warrant a failing grade include, but are not limited to, any of the following:

- The student achieves a mean overall score  $\leq 2.99$  on the competency section of the **Final Evaluation Form**.
- The student achieves a score of  $\leq 2$  on two or more components listed on the professionalism OR competency section of the **Final Evaluation Form**.
- The student completes less than 240 hours within the defined time frame for the APPE rotation.
- If a student is removed from a practice site, at the request of the site or by ACP, due to any issue related to a student's unprofessional behavior or substandard performance, the student shall receive a grade of "F" for that rotation and shall be referred to both CARE and HEP.

If the preceptor has a concern that a student may fail the rotation at the midpoint evaluation, they should immediately contact the OEE to discuss specific problems/issues that have been observed and documented.

**Behavioral Discipline (outlined in Student Handbook)**

**Advanced Pharmacy Practice Experience**  
*Hospital / Health System Syllabus*

<b>Course Number:</b>	PHA 3022
<b>Course Title:</b>	Hospital / Health System Pharmacy Practice
<b>Credit Hours:</b>	6 Hours
<b>Prerequisites:</b>	P3 Standing
<b>Date Syllabus Prepared:</b>	November 1, 2014

**Course Description:**

This is a required 6-week advanced practice experience that prepares the student to function within a hospital or health-system of integrated pharmaceutical services. The student will develop an appreciation for all aspects of pharmaceutical care, both traditional and direct patient care responsibilities.

**Practice Description and Setting:**

This course will take place within a hospital or health-system setting. Examples of services include medication reconciliation, therapeutic pathways, antibiotic surveillance, patient counseling about appropriate use of medications, pharmacokinetic monitoring, parenteral nutrition consults and discharge counseling. When possible, both inpatient and outpatient experiences will be made available.

**Outcomes and Goals of the Hospital / Health Systems APPE**

The Advanced Pharmacy Practice Experience Manual outlines the core outcomes and goals that are to be achieved by the end of the course. During the Hospital/Health System Pharmacy Practice Experience, a special focus will be made on the following outcomes and goals:

**Develop and Manage Medication Distribution and Control Systems** - The student shall specify, develop, use and evaluate acquisition, inventory control and distribution systems, while documenting and maintaining quality.

- A. Meet with the pharmacy management staff and key staff practitioners and identify their roles and responsibilities.
- B. Review the Mission Statement, Strategic Plan, and Management Plans of the pharmacy department.
- C. Review the department's human resources and identify staff development that is occurring or needed in order to accomplish the Departmental Mission.
- D. Learn how equipment, such as automated drug distribution systems, functions.
- E. Develop a working knowledge of the medication control and distribution systems so that one can function within the pharmacy department's system.
- F. Review the institution's formulary system including standard drug administration times and drug protocols.
- G. Review policies and procedures for maintaining an accurate pharmacy/medication profile and accept responsibility for this during each rotation.
- H. Review the department's policies and procedures pertaining to the detection, evaluation, and report adverse medication errors and demonstrate the ability to follow these policies and procedures.
- I. Review the department's policies and procedures pertaining to the detection, evaluation, and reporting of adverse drug reactions and accept responsibility for following these procedures.
- J. Review the pharmacist's responsibilities during medical emergencies such as codes and cite the dosages and appropriate use of medications administered during a code and then assisting a pharmacist when called to a code.
- K. Identify strategies that the department is using to monitor and evaluate the cost of drug therapy and assisting the pharmacists in achieving these goals.
- L. Use an inventory control system to maintain fiscal goals and meet patient's needs.
- M. Perform drug control, storage, and security functions in pharmacy distribution.

- N. Properly store drugs, which are required to be stored in a secured area.
- O. Apply federal, state, and local laws and related regulations in making decisions about drug control, patient care, and pharmacy management.

**Compounding / Preparation of Medications** – The student shall develop proficiency in the use of equipment and devices for compounding medication products and in the preparation of sterile products.

- A. Collects and assembles the correct components for products that require compounding.
- B. Demonstrates competency in preparing a variety of intravenous medications using appropriate aseptic techniques.
- C. Demonstrates the proper procedure for maintaining the sterility of materials being assembled for compounding a sterile product.
- D. Demonstrates the proper use of equipment and devices used in compounding sterile products including horizontal and vertical laminar flow hoods.
- E. Perform proper preparation of total parenteral nutritional products (TPN).
- F. Compounds non-sterile products using the appropriate technique.
- G. Compounds cytotoxic and/or other hazardous drug products using the appropriate techniques.

**Drug Therapy Assessment and Management** – The student shall assess the appropriateness of patient's drug therapy, including consideration of the chemical, pharmaceutical, pharmacokinetic, and pharmacological characteristics of the administered medications and develop a therapeutic plan for the patient.

- A. Assess each acute and chronic medical problem.
- B. Identify the following drug-related problems:
  - a. Drug therapy is needed for untreated indications.
  - b. Patient is receiving a drug that has no indication and/or there is therapeutic duplication.
  - c. There is a better choice of drug based on patient/disease characteristics, formulary, cost, etc.
  - d. Drug therapy needs optimization (population and patient-specific pharmacokinetic and pharmacodynamic data indicate a drug regimen is not optimized).
  - e. Medication non-adherence.
  - f. Drug induced disease/medical conditions.
  - g. Socio-behavioral and economic barriers to effective drug therapy.
  - h. Adverse drug reactions that are substantiated by laboratory, test, and physical findings.
  - i. Routes of administration that are not the best, safest, and most cost-effective.
  - j. Drug interactions that are substantiated with pharmacokinetic/dynamic and compatibility information.
- C. Evaluate and prioritize each drug-related problem.
- D. Interpret the appropriateness of a medication order/prescription before preparing or permitting the distribution of the first dose to patients.
- E. Schedule medications so that they are in congruence with patient care, facility procedures, and are feasible.
- F. Ensure that consideration has been given to medications in the institution's formulary.
- G. Establish desired therapeutic outcomes.
- H. Consider drug and non-drug therapy alternatives.
- I. Develop drug therapy plans that are patient-specific, comprehensive, logical, practical, consider current evidence-based medicine recommendations, include strategies for prevention, and include patient education.
- J. Establish a plan for therapeutic drug monitoring that includes accurate documentation of population and patient-specific parameters, dosing history/administration times, monitoring parameters, and daily SOAP notes/plans.
- K. Develop and implement the pharmacotherapeutic plan promptly, efficiently, accurately, and effectively.

- L. For drugs that have a narrow therapeutic range, assess the appropriateness of dosages that patients are receiving and recommend an appropriate regimen based on patient response.
- M. Use an effective patient monitoring system (monitoring forms).
- N. Monitor the patient and follow up at appropriate intervals.
- O. Revise drug therapy plans on an ongoing basis.
- P. Provide drug information and education for patients and care givers.
- Q. Ensure continuity of pharmaceutical care to and from the acute and ambulatory care patient care settings where applicable.

The student should receive a schedule at the beginning of the month that will provide a time-line for completion of the rotation objectives. Some responsibilities may require the student to be present during evenings and weekends.

**Typical Rotation Schedule** *(To be completed by preceptor and student)*

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends

**Rotation Activities**

**Orientation to rotation** – During the first few days of the program, the student should be oriented to the practice site and pertinent policies and procedures. The student should:

- A. Tour the practice site and meet personnel. The preceptor will explain the personnel member’s role within the site and duties to the student (if applicable) and the student’s responsibilities as a student pharmacist within the practice site.
- B. Review the pharmacy’s policies and procedures if a manual is available. The student and preceptor should discuss the policies and procedures. Specific discussion points should include:
  - a. Confidentiality including HIPAA
  - b. Appropriate Dress
  - c. Lines of Authority
  - d. Pharmacy security
  - e. The student’s schedule
  - f. Available drug information resources
  - g. The preceptor’s practice philosophy regarding professional responsibilities and pharmaceutical care.
- C. Learn how to access and interpret a patient’s pharmacy record [medical history, patient data (height, weight, labs, BP, etc.)], legend and nonprescription medications, allergies, adverse drug reaction history, pharmacist’s progress notes.
- D. The student and preceptor should review and discuss the student’s professional portfolio.

**Student Responsibilities:**

- A. **Interventions/Drug Related Problems (DRP).** Students should review prescription orders, patient profiles and collect data to identify, resolve, or prevent DRPs. Students should document a minimum of twelve (12) DRPs involving prescription medications for which they intervened on the patient’s behalf using the **Drug Related Problem Documentation Form**.



- B. **PK SOAP Note** The student is expected to conduct and document at least three (3) pharmacokinetic dosing consults for an inpatient. The documentation should be in the form of a brief SOAP note with pertinent patient information noted. The calculations and process used to obtain the dosing recommendation should be clearly documented and reviewed by the preceptor.
- C. **Parenteral Medication Preparation.** The student is expected to develop proficiency in the use of equipment and devices for compounding medication products and in the preparation of sterile products and multiple dosage forms. The student is expected to prepare a minimum of twelve (12) different parenteral preparations.
- D. **Drug Information Requests.** Provide answers to drug information questions that arise during the rotation. All drug information responses must be reviewed with the preceptor before communication with other health care practitioners. The student is expected to document a minimum of two (2) Drug Information Requests and their responses evaluated by the preceptor using the **Drug Information Analysis Evaluation Form.**
- E. **Formal Presentation.** Give at least one (1) Formal Presentation to an audience selected by the preceptor. The preceptor may use the **Formal Presentation Evaluation Form** to assess the student's presentation.

### Activities Checklist

Rotation Requirements	Minimum Expectation	Completed
Interventions/Drug Related Problems	12	
PK SOAP Note	3	
Parenteral Medication Preparation	12	
Drug Information Requests	2	
Formal Presentation	1	
Others*		

\* The preceptor may list additional activities as a required component of this course.

### Additional Activities

Up to three (3) additional activities may be selected for each rotation. If core activities listed above are unable to be completed at the site then please select applicable replacement activities from the list provided below or document other applicable activities in the space provided.

- Complete Med Reconciliation for twelve (12) patients.
- Participate in a MUE / DUE.
- Complete at least three (3) Adverse Drug Reaction (ADR) reports.
- Complete at least three (3) Occurrence Reports involving a medication error.
- Present at least one (1) journal article and prepare a written summary.
- Attend a Pharmacy and Therapeutics meeting and type a one (1) page reflective summary of the experience.
- Prepare and present at least two (2) drug monographs.
- Prepare an article for publication.
- Create and reference a therapeutic drug protocol or pathway.
- Prepare a case report (e.g. unique clinical finding, adverse drug event, drug interaction).
- Participate in the development or revision of a departmental or institutional policy.
- Create and present one (1) brochure or pamphlet for patient education (e.g. food-drug interactions).
- Complete a project assigned by the preceptor.
- Compound at least six (6) different non-intravenous medication preparations.
- Conduct a mock Board of Pharmacy inspection.
- Participate in a mock JCAHO pharmacy inspection and type a one (1) page reflective summary of the experience.
- Other:

### **Textbooks / Resources**

The student is expected to build a personal library of text resources. The following list outlines topics of resources to be included in the personal library; the student is expected to select a specific text or reference that covers the stated topic:

- Pharmacotherapy Book/Reference
- General Drug Information Reference
- General Medicine Book/Reference
- Physical Assessment Book/Reference
- Laboratory Interpretation Book/Reference
- Pharmacokinetics Book/Reference
- Adverse Drug Reaction Book/Reference

The student is expected to be self-directed in obtaining drug literature pertinent to patient care issues and is expected to have Internet access in order to utilize the College of Pharmacy library resources. The preceptor may assign additional required/suggested readings based on conference topics and patient care issues.

Students are expected to check their email and have internet access on a daily basis.

### **Grading and Assessment**

<b>Equivalent Rubric Score</b>	<b>Final Letter Grade</b>
4.5-5.00	A
3.50-4.49	B
3.00-3.49	C
2.99 or below	F

### **Policies**

Specific policies pertaining to all Advanced Practice Experiences are found in the *Appalachian College of Pharmacy, Advanced Pharmacy Practice Experience Manual*. A copy of this comprehensive manual is available on our website at [www.acp.edu](http://www.acp.edu) under the Experiential Education section. Students are required to be at the rotation site a minimum of 40 hours/week. As a professional, the student is expected to stay beyond the usual work hours when patient care still needs to be completed.

**Advanced Pharmacy Practice Experience**  
*Community Patient Care Pharmacy Practice Syllabus*

<b>Course Number:</b>	PHA 3032
<b>Course Title:</b>	Community Patient Care Pharmacy Practice
<b>Credit Hours:</b>	6 Hours
<b>Prerequisites:</b>	P3 Standing
<b>Date Syllabus Prepared:</b>	November 1, 2014

**Course Description:**

This is a required 6-week advanced pharmacy practice experience that prepares the student to function in a community setting. The student will develop an appreciation for delivering patient-centered pharmaceutical care services in a community setting

**Practice Description and Setting**

This course will take place in a community pharmacy. In addition to the traditional dispensing activities students will participate in the delivery of pharmaceutical care services. Examples of services include disease management, medication therapy management, preventative health screening, immunizations, specialty compounding, patient education, or other advanced patient care activities.

**Outcomes and Goals of the Community Patient Care Pharmacy APPE**

The Advanced Pharmacy Practice Experience Manual outlines the core outcomes and goals that are to be achieved by the end of the course. During the Community Patient Care Pharmacy Practice Experience, a special focus will be made on the following outcomes and goals:

**Communication Abilities** – The student shall read, write, speak, listen, and use media to communicate.

- A. Effectively communicate, verbally and in writing, with other health care professionals (pharmacists, physicians, nurses, etc.) about therapeutic plans, other patient care needs, and health care issues.
- B. Articulate and support drug therapy recommendations.
- C. Effectively communicate patient and/or medication self-management information to patients and health professionals.
- D. Formulate and deliver programs for health care consumers that center on disease prevention and wellness promotion (i.e., smoking cessation, exercise, nutrition, immunizations, and weight reduction).
- E. Prepare and present an educational program to a group of health care professionals or patients in an effective manner.
- F. Effectively interviews patients and/or their caregivers to obtain pertinent patient information and history needed to provide pharmaceutical care.

**Patient Counseling**

- A. Uses open-ended questions to determine patient needs and understanding of medication counseling.
- B. Describes the legal obligations for patient counseling, including documentation.
- C. Collects and organizes written patient information materials for use in counseling.
- D. Identifies patients who have or may have problems with medication compliance and methods useful in enhancing compliance.

**Drug Therapy Assessment, Monitoring, and Management** – The student shall assess the appropriateness of patient's drug therapy, monitor tolerance and effectiveness, and identify, prevent, and resolve drug-related problems.

- A. Assess each acute and chronic medical problem.
- B. Identify the following drug-related problems:

- a. Drug therapy is needed for untreated indications.
  - b. Patient is receiving a drug that has no indication and/or there is therapeutic duplication.
  - c. There is a better choice of drug based on patient/disease characteristics, formulary, cost, etc.
  - d. Drug therapy needs optimization (population and patient-specific pharmacokinetic and pharmacodynamic data indicate a drug regimen is not optimized).
  - e. Medication non-adherence.
  - f. Drug induced disease/medical conditions.
  - g. Socio-behavioral and economic barriers to effective drug therapy.
  - h. Adverse drug reactions that are substantiated by laboratory, test, and physical findings.
  - i. Routes of administration that are not the best, safest, and most cost-effective.
  - j. Drug interactions that are substantiated with pharmacokinetic/dynamic and compatibility information.
- C. Evaluate and resolve each drug-related problem.
  - D. Prioritize drug-related problem list.
  - E. Demonstrates skill in the use of monitoring devices (e.g., blood pressure, pulse, blood glucose).

**Compounding of Medications** (*if applicable to practice site*)

- A. Collects and assembles the correct components for products that require compounding.
- B. Calculates the correct amount of ingredients for a compounded product by solving mathematical problems involving:
  - a. conversion of weights and measures and direct ratio and proportion
  - b. reducing and enlarging formulas
  - c. specific gravity, percent strength, weight-in-volume, weight-in-weight, and volume-in-volume
  - d. involving dilution and concentration
  - e. milliequivalents
- C. Compounds a variety of products using the appropriate technique.

The student should receive a schedule at the beginning of the month that will provide a time-line for completion of the rotation objectives. Some responsibilities may require the student to be present during evenings and weekends.

**Typical Rotation Schedule** (*To be completed by preceptor and student*)

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends

**Rotation Activities**

**Orientation to rotation** - During the first few days of the program, the student should be oriented to the practice site and pertinent policies and procedures. The student should:

- A. Tour the practice site and meet personnel. The preceptor will explain the personnel member's role within the site and duties to the student (if applicable) and the student's responsibilities as a student pharmacist within the practice site.
- B. Review the pharmacy's policies and procedures if a manual is available. The student and preceptor should discuss the policies and procedures. Specific discussion points should include:
  - a. Confidentiality including HIPAA

- b. Appropriate Dress
  - c. Lines of Authority
  - d. Pharmacy security
  - e. The student's schedule
  - f. Available drug information resources
  - g. The preceptor's practice philosophy regarding professional responsibilities and pharmaceutical care.
- C. Learn how to access and interpret a patient's pharmacy record [medical history, patient data (height, weight, labs, BP, etc.)], legend and nonprescription medications, allergies, adverse drug reaction history, pharmacist's progress notes.
- D. The student and preceptor should review and discuss the student's professional portfolio.

**Student Responsibilities:**

- A. **Interactive Patient Consultation.** Students should provide patient consultation on new and refilled prescriptions as frequently as possible to enhance patient communication skills. The student should use an interactive approach following the **Patient Counseling Checklist** to counseling and the patient should demonstrate adequate knowledge of the information. The student is expected to conduct at least three (3) patient counseling sessions in the presence of the preceptor and document the counseling sessions using the **Patient Counseling Checklist**.
- B. **Interventions/Drug Related Problems (DRP).** Students should review prescription orders, patient profiles and collect data to identify, resolve, or prevent DRPs. Students should document a minimum of twelve (12) DRPs involving prescription medications for which they intervened on the patient's behalf using the **Drug Related Problem Documentation Form**.
- C. **OTC Interventions.** Students should provide and document a minimum of six (6) interventions to recommend or counsel a patient regarding OTC or herbal products. The **Patient Self-Treatment Consultation Form** may be used to document the interventions.
- D. **New Drug Update.** Prepare and present a new drug update weekly (6 total) for the pharmacy staff. The update will be a 5-10 minute presentation. A handout should also be prepared and provided to the audience.
- E. **Formal Presentation.** Give at least one (1) Formal Presentation to an audience that will be selected by the preceptor. The preceptor may use the **Formal Presentation Evaluation Form** to assess the student's presentation.

**Activities Checklist**

<b>Rotation Requirements</b>	<b>Minimum Expectation</b>	<b>Completed</b>
Interactive Patient Consultation	3	
Interventions/Drug Related Problems	12	
OTC Interventions	6	
New Drug Updates	6	
Formal Presentation	1	
Other: *		

\* *The preceptor may list additional activities as a required component of this course.*

**Additional Activities**

Up to three (3) additional activities may be selected for each rotation. If core activities listed above are unable to be completed at the site then please select applicable replacement activities from the list provided below or document other applicable activities in the space provided.

- Participate in a MUE / DUE.
- Complete at least three (3) Adverse Drug Reaction (ADR) reports.
- Complete at least three (3) Occurrence Reports involving a medication error.
- Prepare and present at least two (2) drug monograph.

- Create and reference a therapeutic drug protocol or pathway.
- Prepare a case report (e.g. unique clinical finding, adverse drug event, drug interaction).
- Create and present one (1) brochure or pamphlet for patient education (e.g. food-drug interactions).
- Complete a project assigned by the preceptor.
- Administer immunizations and provide appropriate patient education.
- Compound at least six (6) different non-intravenous medication preparations.
- Conduct a mock Board of Pharmacy inspection.
- Other:

### **Textbooks / Resources**

The student is expected to build a personal library of text resources. The following list outlines topics of resources to be included in the personal library; the student is expected to select a specific text or reference that covers the stated topic:

- Pharmacotherapy Book/Reference
- General Drug Information Reference
- General Medicine Book/Reference
- Physical Assessment Book/Reference
- Laboratory Interpretation Book/Reference
- Pharmacokinetics Book/Reference
- Adverse Drug Reaction Book/Reference

The student is expected to be self-directed in obtaining drug literature pertinent to patient care issues. The student is expected to have Internet access in order to utilize the College of Pharmacy library resources. Students are expected to check their email and have internet access on a daily basis.

### **Grading and Assessment**

<b>Equivalent Rubric Score</b>	<b>Final Letter Grade</b>
4.5-5.00	A
3.50-4.49	B
3.00-3.49	C
2.99 or below	F

### **Policies**

Specific policies pertaining to all Advanced Practice Experiences are found in the *Appalachian College of Pharmacy, Advanced Pharmacy Practice Experience Manual*. A copy of this comprehensive manual is available on our website at [www.acp.edu](http://www.acp.edu) under the Experiential Education section. Students are required to be at the rotation site a minimum of 40 hours/week. As a professional, the student is expected to stay beyond the usual work hours when patient care still needs to be completed.

**Advanced Pharmacy Practice Experience**  
*Ambulatory Care Pharmacy Practice Syllabus*

**Course Number:** PHA 3042  
**Course Title:** Ambulatory Care Pharmacy Practice  
**Credit Hours:** 6 Hours  
**Prerequisites:** P3 Standing  
**Date Syllabus Prepared:** November 1, 2014

**Course Description:**

This is a required 6-week advanced pharmacy practice experience which prepares the student to actively participate in the delivery of patient-center pharmaceutical care in an outpatient setting. This rotation provides the student with experience in establishing caring relationships with patients in an outpatient clinic setting. As the student identifies actual and potential patient-specific drug-related problems he/she will collaborate with primary care physicians and other health care providers to resolve and/or prevent them.

**Practice Description and Setting**

Practice sites may include hospital-based outpatient clinics, physician practice groups, multidisciplinary rural outreach clinics, and managed care facilities. Examples of services include disease management, medication therapy management, preventative health screening, immunizations, patient education, or other advanced patient care activities.

**Outcomes and Goals for Ambulatory Care APPE**

The Advanced Pharmacy Practice Experience Manual outlines the core outcomes and goals that are to be achieved by the end of the course. During the Ambulatory Care Pharmacy Practice Experience, a special focus will be made on the following outcomes and goals:

**Patient Assessment** – The student shall contribute to the database of information about the patient by: a) performing a medication history, review of systems, and physical assessment, b) requesting laboratory tests, and c) assessing medical, socio-behavioral and economic status.

- A. Perform an accurate and effective medication history/patient interview.
- B. Perform an accurate and effective socio-behavioral assessment.
- C. Perform relevant and accurate physical assessment procedures.
- D. Develop functional patient databases by gathering and generating relevant information.

**Drug Therapy Assessment** – The student shall assess the appropriateness of patient's drug therapy, including consideration of the chemical, pharmaceutical, pharmacokinetic, and pharmacological characteristics of the administered medications.

- A. Assess each acute and chronic medical problem.
- B. Identify the following drug-related problems:
  - a. Drug therapy is needed for untreated indications.
  - b. Patient is receiving a drug that has no indication and/or there is therapeutic duplication.
  - c. There is a better choice of drug based on patient/disease characteristics, formulary, cost, etc.
    - i. Drug therapy needs optimization (population and patient-specific pharmacokinetic and pharmacodynamic data indicate a drug regimen is not optimized).
  - d. Medication non-adherence.
  - e. Drug induced disease/medical conditions.
  - f. Socio-behavioral and economic barriers to effective drug therapy.
  - g. Adverse drug reactions that are substantiated by laboratory, test, and physical findings.
  - h. Routes of administration that are not the best, safest, and most cost-effective.

- i. Drug interactions that are substantiated with pharmacokinetic/dynamic and compatibility information.
- C. Identify and evaluate each drug-related problem.
- D. Prioritize drug-related problem list.

**Develop, Implement, and Monitor Drug Therapy Plans** – The student shall develop a therapeutic plan for the patient, which includes appropriate monitoring to address any problem identified.

- A. Establish desired therapeutic outcomes.
- B. Consider drug and non-drug therapy alternatives.
- C. Develop drug therapy plans that are patient-specific, comprehensive, logical, practical, consider current evidence-based medicine recommendations, include strategies for prevention, and include patient education.
- D. Establish a plan for therapeutic drug monitoring that includes accurate documentation of population and patient-specific parameters, dosing history/administration times, monitoring parameters, and daily SOAP notes/plans.
- E. Develop and implement the pharmacotherapeutic plan promptly, efficiently, accurately, and effectively.
- F. Use an effective patient monitoring system (monitoring forms).
- G. Monitor the patient and follow up at appropriate intervals.
- H. Revise drug therapy plans on an ongoing basis.
- I. Ensure continuity of pharmaceutical care to and from the acute and ambulatory care patient care settings.

**Pharmacotherapy Decision-Making** – The student shall demonstrate the ability to make pharmacotherapy decisions. (Pharmacotherapy decisions determine what, why, where, and how drug therapy is provided. The making of pharmacotherapy decisions is the foremost expressions of the professional knowledge, responsibility, and authority of pharmacists.) The intent of a decision is to maximize the patient’s response to drug therapy and prevent or resolve a drug-related problem(s) in order to ensure positive outcomes.

- A. Pursue the role of drug therapy practitioner over that of drug therapy advisor.
- B. Participate in pharmacotherapy decision-making by:
  - a. Identifying opportunities for decision-making.
  - b. Proactively engaging decision-making opportunities.
  - c. Formulating decision rationale that is the result of rigorous inquiry, scientific reasoning, and evidence.
  - d. Pursuing the highest levels of decision-making.
  - e. Seeking *independence* in making decisions and *accepting* personal responsibility for the outcomes to patients resulting from one’s decisions.
  - f. Personally enacting decisions.

**Typical Rotation Schedule** (*To be completed by preceptor and student*)

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends



## **Rotation Activities**

**Orientation to rotation** – During the first day of the rotation, the student will be oriented to the pharmacy services and practice site. Pertinent policies and procedures will be reviewed. The student should:

- A. Tour the practice site and meet appropriate personnel. The preceptor will explain the personnel member's role within the institution and duties to the student (if applicable) and the student's responsibilities as a student pharmacist within the institution.
- B. The student and instructor should discuss rotation and institutional specific policies and procedures. Specific discussion points should include:
  - a. Confidentiality including HIPAA
  - b. Appropriate Dress
  - c. Lines of Authority
  - d. The student's schedule
  - e. Available drug information resources
  - f. The instructor's practice philosophy regarding professional responsibilities and pharmaceutical care.
  - g. How to access computer and library resources within the practice site.
- C. The student and preceptor should review and discuss the student's professional portfolio.

## **Student Responsibilities:**

- A. **Patient Histories.** The student is expected to conduct and document at least six (6) patient / medication histories using the **Patient Profile/History Form** or a site specific form. The instructor will observe patient interview skills.
- B. **Interventions/Drug Related Problems (DRP).** Students should review prescription orders, patient profiles and collect data to identify, resolve, or prevent DRPs. Students should document a minimum of twelve (12) DRPs involving prescription, herbal, or over-the-counter medications for which they intervened on the patient's behalf using the **Drug Related Problem Documentation Form**.
- C. **Interactive Patient Consultation.** Students should provide patient consultation on new and refilled prescriptions as frequently as possible to enhance patient communication skills. The student should use an interactive approach following the **Patient Counseling Checklist** to counseling and the patient should demonstrate adequate knowledge of the information. The student is expected to conduct at least six (6) patient counseling sessions in the presence of the preceptor and document the counseling sessions using the **Patient Counseling Checklist**.
- D. **Pharmacotherapy Consult/SOAP Note.** The student is expected to conduct and document at least twelve (12) pharmacotherapy consults. The documentation should be in the form of a brief SOAP note with pertinent patient information noted.
- E. **Drug Information Requests.** Provide answers to drug information questions that arise during the rotation. All drug information responses must be reviewed with the preceptor before communication with other health care practitioners. The student is expected to document a minimum of two (2) Drug Information Requests and their responses evaluated by the preceptor using the **Drug Information Analysis Evaluation Form**.
- F. **Formal Presentation.** Give at least one (1) Formal Presentation to an audience that will be selected by the preceptor. . The preceptor may use the **Formal Presentation Evaluation Form** to assess the student's presentation.

## Activities Checklist

Rotation Requirements	Minimum Expectation	Completed
Patient Histories	6	
Interventions/Drug Related Problems	12	
Interactive Patient Counseling	6	
Pharmacotherapy Consult SOAP Note	12	
Drug Information Requests	2	
Formal Presentation	1	
Other*		

\* The preceptor may list additional activities as a required component of this course.

## Additional Activities

Up to three (3) additional activities may be selected for each rotation. If core activities listed above are unable to be completed at the site then please select applicable replacement activities from the list provided below or document other applicable activities in the space provided.

- Complete Med Reconciliation for twelve (12) patients.
- Participate in a MUE / DUE.
- Complete at least two (2) Adverse Drug Reaction (ADR) reports.
- Complete at least two (2) Occurrence Reports involving a medication error.
- Present at least one (1) journal article and prepare a written summary.
- Prepare and present at least two (2) drug monograph.
- Create and reference a therapeutic drug protocol or pathway.
- Prepare a case report (e.g. unique clinical finding, adverse drug event, drug interaction).
- Create and present one (1) brochure or pamphlet for patient education (e.g. food-drug interactions).
- Complete a project assigned by the preceptor.
- Administer immunizations and provide appropriate patient education.
- Participate in a mock JCAHO pharmacy inspection and type a one (1) page (double-spaced) reflective summary of the experience.
- Other:

## Textbooks / Resources

The student is expected to build a personal library of text resources. The following list outlines topics of resources to be included in the personal library; the student is expected to select a specific text or reference that covers the stated topic:

- Pharmacotherapy Book/Reference
- General Drug Information Reference
- General Medicine Book/Reference
- Physical Assessment Book/Reference
- Laboratory Interpretation Book/Reference
- Pharmacokinetics Book/Reference
- Adverse Drug Reaction Book/Reference

The student is expected to be self-directed in obtaining drug literature pertinent to patient care issues. The student is expected to have Internet access in order to utilize the College of Pharmacy library resources. The instructor may assign additional required/suggested readings based on conference topics and patient care issues. Students are expected to check their email and have internet access on a daily basis.

### **Grading and Assessment**

<b>Equivalent Rubric Score</b>	<b>Final Letter Grade</b>
4.5-5.00	A
3.50-4.49	B
3.00-3.49	C
2.99 or below	F

### **Policies**

Specific policies pertaining to all Advanced Practice Experiences are found in the *Appalachian College of Pharmacy, Advanced Pharmacy Practice Experience Manual*. A copy of this comprehensive manual is available on our website at [www.acp.edu](http://www.acp.edu) under the Experiential Education section. Students are required to be at the rotation site a minimum of 40 hours/week. As a professional, the student is expected to stay beyond the usual work hours when patient care still needs to be completed.

**Advanced Pharmacy Practice Experience**  
*Acute Care Inpatient Medicine Pharmacy Practice Syllabus*

<b>Course Number:</b>	PHA 3052
<b>Course Title:</b>	Acute Care Pharmacy Practice
<b>Credit Hours:</b>	6 Hours
<b>Prerequisites:</b>	P3 Standing
<b>Date Syllabus Prepared:</b>	November 1, 2014

**Course Description:**

This is a required 6-week advanced pharmacy practice experience in which the student will gain experience providing patient-centered pharmaceutical care in an acute care inpatient setting. During this course students will refine and develop the pharmacotherapy skills necessary to evaluate, implement, and monitor drug therapy to optimize the delivery of pharmaceutical care and improve the therapeutic outcomes in patients with a variety of disease states.

**Practice Description and Setting:**

This course takes place in an acute care inpatient setting.

**Outcomes and Goals of Acute Care Inpatient Medicine APPE**

The Advanced Pharmacy Practice Experience Manual outlines the core outcomes and goals that are to be achieved by the end of the course. During the Acute Care Pharmacy Practice experience, a special focus will be made on the following outcomes and goals:

**Patient Assessment** – The student shall contribute to the database of information about the patient by: a) performing a medication history, review of systems, and physical assessment, b) requesting laboratory tests, and c) assessing medical, socio-behavioral and economic status.

- A. Develop functional patient databases by gathering and generating relevant information:
  - a. Patient/caretaker interview
  - b. Physical assessment and review of systems performed by the student
  - c. MAR and pharmacy profile
  - d. Other health professionals
  - e. Medical record and lab/test databases
  - f. Laboratory tests requested by the student/preceptor

**Drug Therapy Assessment** – The student shall assess the appropriateness of patient's drug therapy, including consideration of the chemical, pharmaceutical, pharmacokinetic, and pharmacological characteristics of the administered medications.

- A. Assess each acute and chronic medical problem.
- B. Identify the following drug-related problems:
  - a. Drug therapy is needed for untreated indications.
  - b. Patient is receiving a drug that has no indication and/or there is therapeutic duplication.
  - c. There is a better choice of drug based on patient/disease characteristics, formulary, cost, etc.
  - d. Drug therapy needs optimization (population and patient-specific pharmacokinetic and pharmacodynamic data indicate a drug regimen is not optimized).
  - e. Medication non-adherence.
  - f. Drug induced disease/medical conditions.
  - g. Socio-behavioral and economic barriers to effective drug therapy.
  - h. Adverse drug reactions that are substantiated by laboratory, test, and physical findings.
  - i. Routes of administration that are not the best, safest, and most cost-effective.

- j. Drug interactions that are substantiated with pharmacokinetic/dynamic and compatibility information.
- C. Identify, evaluate, and prioritize each drug-related problem.

**Develop, Implement, and Monitor Drug Therapy Plans** – The student shall develop a therapeutic plan for the patient, which includes appropriate monitoring to address any problem identified.

- A. Establish desired therapeutic outcomes.
- B. Consider drug and non-drug therapy alternatives.
- C. Develop drug therapy plans that are patient-specific, comprehensive, logical, practical, consider current evidence-based medicine recommendations, include strategies for prevention, and include patient education.
- D. Establish a plan for therapeutic drug monitoring that includes accurate documentation of population and patient-specific parameters, dosing history/administration times, monitoring parameters, and daily SOAP notes/plans.
- E. Develop and implement the pharmacotherapeutic plan promptly, efficiently, accurately, and effectively.
- F. Use an effective patient monitoring system (monitoring forms).
- G. Monitor the patient and follow up at appropriate intervals.
- H. Revise drug therapy plans on an ongoing basis.
- I. Ensure continuity of pharmaceutical care to and from the acute and ambulatory care patient care settings where applicable.

**Pharmacotherapy Decision-Making** – The student shall demonstrate the ability to make pharmacotherapy decisions. (Pharmacotherapy decisions determine what, why, where, and how drug therapy is provided. The making of pharmacotherapy decisions is the foremost expressions of the professional knowledge, responsibility, and authority of pharmacists.) The intent of a decision is to maximize the patient’s response to drug therapy and prevent or resolve a drug-related problem(s) in order to ensure positive outcomes.

- A. Pursue the role of drug therapy practitioner over that of drug therapy advisor.
- B. Participate in pharmacotherapy decision-making by:
  - a. Identifying opportunities for decision-making.
  - b. Proactively engaging decision-making opportunities.
  - c. Formulating decision rationale that is the result of rigorous inquiry, scientific reasoning, and evidence.
  - d. Pursuing the highest levels of decision-making.
  - e. Seeking *independence* in making decisions and *accepting* personal responsibility for the outcomes to patients resulting from one’s decisions.
  - f. Personally enacting decisions.

**Typical Rotation Schedule** (*To be completed by preceptor and student*)

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
7-8 am						
8-9 am						
9-10 am						
10-11 am						
11-12pm						
12-1 pm						
1-2 pm						

## **Rotation Activities**

**Orientation to rotation** – During the first day of the rotation, the student will be oriented to the pharmacy services and hospital/health-system. Pertinent policies and procedures will be reviewed. The student should:

- A. Tour the hospital and pharmacy and meet appropriate personnel. The preceptor will explain the personnel member's role within the institution and duties to the student if applicable) and the student's responsibilities as a student pharmacist within the institution.
- B. The student and preceptor should discuss rotation and institutional specific policies and procedures. Specific discussion points should include:
  - a. Confidentiality including HIPAA
  - b. Appropriate Dress
  - c. Lines of Authority
  - d. The student's schedule
  - e. Available drug information resources
  - f. The preceptor's practice philosophy regarding professional responsibilities and pharmaceutical care
  - g. How to access computer and library resources within the practice site
- C. The student and preceptor should review and discuss the student's professional portfolio.

## **Student Responsibilities:**

- A. **Patient Histories.** The student is expected to conduct and document at least six (6) patient / medication histories using the **Patient Profile/History Form** or a site specific form. The instructor will observe patient interview skills.
- B. **Interventions/Drug Related Problems (DRP).** Students should review prescription orders, patient profiles and collect data to identify, resolve, or prevent DRPs. Students should document a minimum of twelve (12) DRPs involving prescription, herbal, or over-the-counter medications for which they intervened on the patient's behalf using the **Drug Related Problem Documentation Form**.
- C. **Pharmacotherapy Consult/SOAP Note.** The student is expected to conduct and document at least three (3) pharmacotherapy dosing consults for an inpatient. The documentation should be in the form of a brief SOAP note with pertinent patient information noted.
- D. **Interactive Patient Consultation.** Students should provide patient consultation on new and refilled prescriptions as frequently as possible to enhance patient communication skills. The student should use an interactive approach following the **Patient Counseling Checklist** to counseling and the patient should demonstrate adequate knowledge of the information. The student is expected to conduct at least three (3) patient counseling sessions in the presence of the preceptor and document the counseling sessions using the **Patient Counseling Checklist**.
- E. **Drug Information Requests.** Provide answers to drug information questions that arise during the rotation. All drug information responses must be reviewed with the preceptor before communication with other health care practitioners. The student is expected to document a minimum of two (2) Drug Information Requests and their responses evaluated by the preceptor using the **Drug Information Analysis Evaluation Form**.
- F. **Formal Presentation.** Give at least one (1) Formal Presentation to an audience that will be selected by the preceptor. . The preceptor may use the **Formal Presentation Evaluation Form** to assess the student's presentation.

### Activities Checklist

Rotation Requirements	Minimum Expectation	Completed
Patient Histories	6	
Interventions/Drug Related Problems	12	
Pharmacotherapy Consult SOAP Note	3	
Interactive Patient Consultation	3	
Drug Information Requests	2	
Formal Presentation	1	
Others*		

\* The preceptor may list additional activities as a required component of this course.

### Additional Activities

Up to three (3) additional activities may be selected for each rotation. If core activities listed above are unable to be completed at the site then please select applicable replacement activities from the list provided below or document other applicable activities in the space provided.

- Complete Med Reconciliation for twelve (12) patients.
- Participate in a MUE / DUE.
- Complete at least two (2) Adverse Drug Reaction (ADR) reports.
- Complete at least two (2) Occurrence Reports involving a medication error.
- Present at least one (1) journal article and prepare a written summary.
- Attend a Pharmacy and Therapeutics meeting and type a one (1) page reflective summary of the experience.
- Prepare and present at least two (2) drug monographs.
- Create and reference a therapeutic drug protocol or pathway.
- Prepare a case report (e.g. unique clinical finding, adverse drug event, drug interaction).
- Participate in the development or revision of a departmental or institutional policy.
- Create and present one (1) brochure or pamphlet for patient education (e.g. food-drug interactions).
- Complete a project assigned by the preceptor.
- Compound at least six (6) different intravenous medication preparations.
- Conduct a mock Board of Pharmacy inspection.
- Participate in a mock JCAHO pharmacy inspection and type a one (1) page reflective summary of the experience.
- Other:

### Textbooks / Resources

The student is expected to build a personal library of text resources. The following list outlines topics of resources to be included in the personal library; the student is expected to select a specific text or reference that covers the stated topic:

- Pharmacotherapy Book/Reference
- General Drug Information Reference
- General Medicine Book/Reference
- Physical Assessment Book/Reference
- Laboratory Interpretation Book/Reference
- Pharmacokinetics Book/Reference
- Adverse Drug Reaction Book/Reference

The student is expected to be self-directed in obtaining drug literature pertinent to patient care issues. The student is expected to have Internet access in order to utilize the College of Pharmacy library resources. Students are expected to check their email and have internet access on a daily basis.

### **Grading and Assessment**

<b>Equivalent Rubric Score</b>	<b>Final Letter Grade</b>
4.5-5.00	A
3.50-4.49	B
3.00-3.49	C
2.99 or below	F

### **Policies**

Specific policies pertaining to all Advanced Practice Experiences are found in the *Appalachian College of Pharmacy, Advanced Pharmacy Practice Experience Manual*. A copy of this comprehensive manual is available on our website at [www.acp.edu](http://www.acp.edu) under the Experiential Education section. Students are required to be at the rotation site a minimum of 40 hours/week. As a professional, the student is expected to stay beyond the usual work hours when patient care still needs to be completed.



**Advanced Pharmacy Practice Experience**  
*Elective Syllabus*

<b>Course Number:</b>	PHA 3062, PHA 3072
<b>Course Title:</b>	Elective I and II
<b>Credit Hours:</b>	6 Hours
<b>Prerequisites:</b>	P3 Standing
<b>Date Syllabus Prepared:</b>	November 1, 2014

**Course Description:**

These are 6-week elective advanced pharmacy practice experiences that allow the student an opportunity to explore an area of interest in a more in-depth manner. The experiences may be in a variety of practice settings.

**Practice Description and Setting:**

A variety of practice settings are available.

**General Expectation:**

Students are expected to participate in the daily activities of the preceptor and to develop depth in understanding the area of focus of the elective.

**Rotation-Specific Syllabus:**

If the preceptor does not have a rotation-specific syllabus, it is the student's responsibility to prepare a Syllabus/Practice Agreement that contains the following and has been reviewed and approved by the preceptor.

- Program ability outcomes that will focus on personal learning objectives that are measurable and consistent with the site opportunities and program outcomes.
- Daily responsibilities and schedule
- How the rotation grade will be determined

The Syllabus/Practice Agreement (attached) should be finalized by Day 3 of the rotation. Both the student and the preceptor must sign the syllabus/agreement and the student should maintain the original copy in his/her portfolio with the assignments for that rotation. If the preceptor has a rotation-specific syllabus it must be submitted to the Office of Experiential Education by Day 3 of the rotation and may be used in lieu of the Practice Agreement. Core APPE goals and outcomes are provided in the APPE Manual and general elective outcomes are provided within this syllabus.

## ELECTIVE ADVANCED PHARMACY PRACTICE EXPERIENCE PRACTICE AGREEMENT

This agreement establishes goals, related programmatic abilities-based outcomes and responsibilities for an elective advanced practice experience. \_\_\_\_\_, an Appalachian College of Pharmacy (ACP) student, desires to learn from this practice experience and \_\_\_\_\_, an ACP preceptor, agrees to provide an appropriate learning experience.

### General Elective Outcomes

- A. Discuss the importance of the elective area to the pharmacy profession.
- B. Discuss disease states and pharmacotherapy commonly experienced within the area of specialty when appropriate.
- C. Demonstrate competence identifying, preventing and resolving drug-related problems within the specialty area when appropriate.
- D. Interview patients when appropriate.
- E. Provide drug-related education to patients, health care providers and others when appropriate.
- F. Discuss pharmacoeconomics as it applies to the area of specialty.
- G. Retrieve and analyze primary literature pertaining to the elective focus.
- H. Prepare and deliver presentations related to the elective focus.
- I. Participate in lectures, conferences, professional meetings, and other professional activities related to the elective focus and as directed by the preceptor.

### **Outcomes and Goals:**

Core APPE Outcomes	Core Rotation and Student's Personal Learning Goals/Objectives:
<b>Communication Abilities</b> – The student shall read, write, speak, listen and use media to communicate effectively.	
<b>Patient Assessment</b> - The student shall contribute to the database of information about the patient by: a) performing a medication history, review of systems, and physical assessment, b) requesting lab tests, and c) assessing medical, socio-behavioral and economic status.	
<b>Drug Therapy Assessment</b> – The student shall assess the appropriateness of patient's drug therapy, including consideration of the chemical, pharmaceutical, pharmacokinetic, and pharmacological characteristics of the administered medications.	
<b>Develop, Implement, and Monitor Drug Therapy Plans</b> – The student shall develop a therapeutic plan for the patient, which includes appropriate monitoring to address any problem identified. The student shall demonstrate the ability to make pharmacotherapy decisions.	
<b>Medication Use</b> – The student shall specify, develop, use and evaluate acquisition, inventory control, prescription processing, preparation, and distribution systems while documenting and maintaining quality.	
<b>Thinking Abilities</b> – The student shall acquire, comprehend, apply, synthesize and evaluate information. The student shall integrate these abilities to identify, resolve and prevent problems and make appropriate decisions.	
<b>Self Learning Abilities</b> – The student shall assess continuously his/her learning needs and develop the ability to respond appropriately.	
<b>Professional Ethics and Identity</b> – The student shall behave ethically, accept the responsibilities embodied in the principles of pharmaceutical care, and demonstrate appropriate interpersonal and inter-group behaviors.	

*\*Refer to the Core Educational Goals and Outcomes for APPE as outlined in the APPE Manual.*

**Daily Responsibilities:** The responsibilities established by the preceptor are as follows.

### Typical Rotation Schedule:

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends

### Rotation Activities

**Orientation to Elective Rotation** – During the first day of the rotation, the student will be oriented to the practice setting and personnel. Pertinent policies and procedures will be reviewed. The student should:

- A. Tour the practice setting. The preceptor will explain the personnel member's duties to the student and the student's responsibilities as a student pharmacist to the personnel.
- B. The student and preceptor should discuss rotation and institutional specific policies and procedures. Specific discussion points should include:
  - a. Confidentiality including HIPAA
  - b. Appropriate Dress
  - c. Lines of Authority
  - d. The student's schedule
  - e. Available drug information resources
  - f. The preceptor's practice philosophy regarding professional responsibilities and pharmaceutical care
  - g. How to access computer and library resources within the practice site
- C. The student and preceptor should review and discuss the student's professional portfolio.

**Student Responsibilities:** The student responsibilities established by ACP are as follows.

- A. **Formal Presentation** Prepare and deliver one (1) formal presentation related to the elective focus.

### Activities Checklist

Rotation Requirements	Minimum Expectation	Completed
Formal presentation	1	
Others:		

\* *Select additional activities as a required component of this course.*

### Additional Activities

Please select at least three (3) additional activities for each elective rotation.

- Complete Med Reconciliation for twelve (12) patients.
- Participate in a MUE / DUE.
- Complete at least two (2) Adverse Drug Reaction (ADR) reports.
- Complete at least two (2) Occurrence Reports involving a medication error.
- Present at least one (1) journal article and prepare a written summary.
- Attend a Pharmacy and Therapeutics meeting and type a one (1) page reflective summary of the experience.
- Prepare and present at least two (2) drug monographs.
- Prepare an article for publication.
- Create and reference a therapeutic drug protocol or pathway.
- Prepare a case report (e.g. unique clinical finding, adverse drug event, drug interaction).
- Participate in the development or revision of a departmental or institutional policy.

- Create and present one (1) brochure or pamphlet for patient education (e.g. food-drug interactions).
- Complete a project assigned by the preceptor.
- Participate in blood pressure screening for at least twelve (12) patients.
- Participate in diabetes screening for at least twelve (12) patients.
- Participate in osteoporosis screening for at least six (6) patients.
- Administer immunizations and provide appropriate patient education.
- Participate in a home visit with a home health provider and type a one (1) page reflective summary of the experience.
- Compound at least six (6) different non-intravenous medication preparations.
- Conduct a mock Board of Pharmacy inspection.
- Participate in a mock JCAHO pharmacy inspection and type a one (1) page reflective summary of the experience.
- Other:

### **Textbooks / Resources**

The student is expected to build a personal library of text resources. The following list outlines topics of resources to be included in the personal library; the student is expected to select a specific text or reference that covers the stated topic:

- Pharmacotherapy Book/Reference
- General Drug Information Reference
- General Medicine Book/Reference
- Physical Assessment Book/Reference
- Laboratory Interpretation Book/Reference
- Pharmacokinetics Book/Reference
- Adverse Drug Reaction Book/Reference

The student is expected to be self-directed in obtaining drug literature pertinent to patient care issues. The student is expected to have Internet access in order to utilize the College of Pharmacy library resources. Students are expected to check their email and have internet access on a daily basis.

### **Grading and Assessment**

<b>Equivalent Rubric Score</b>	<b>Final Letter Grade</b>
4.5-5.00	A
3.50-4.49	B
3.00-3.49	C
2.99 or below	F

### **Policies**

Specific policies pertaining to all Advanced Practice Experiences are found in the *Appalachian College of Pharmacy, Advanced Pharmacy Practice Experience Manual*. A copy of this comprehensive manual is available on our website at [www.acp.edu](http://www.acp.edu) under the Experiential Education section. Students are required to be at the rotation site a minimum of 40 hours/week. As a professional, the student is expected to stay beyond the usual work hours when patient care still needs to be completed.

# Forms and Documents

**Appalachian College of Pharmacy  
(ACP)**

***Verification of Understanding and Adherence Regarding of the Rights and Responsibilities Described in  
the ACP Advanced Pharmacy Practice Experiential Education Handbook***

I, \_\_\_\_\_ verify that I have read and understood the policies and rules applicable to the Advanced Experiential Practice Experience at ACP. I have been provided with a copy of the APPE Manual, attended an orientation where the content was reviewed, and have had an opportunity to ask questions in order to clarify my understanding of College policies and procedures. Furthermore, I understand that this affidavit is legal and binding, and affixation of my signature below constitutes agreement with all that is stated.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

Secondary Email: \_\_\_\_\_

## **CONFIDENTIALITY AGREEMENT**

I acknowledge and agree to comply with the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* and any current and future regulations promulgated hereunder including without limitation the federal privacy regulations, federal security standards, and the federal standards for electronic transactions. Confidential Information specifically includes, but is not limited to, employee information, patient information, computer or access password(s) issued to me, financial information, business activity information, details about the computer system and software, displayed and printed information, and proprietary vendor information.

I agree to the following:

1. I will use confidential information strictly in connection with, and for the sole purpose of, performing my assigned educational and patient care responsibilities;
2. I will not disclose or communicate any confidential information to any person or entity whatsoever, except in performance of assigned educational and patient care responsibilities at the site or in the classroom;
3. I will not disclose password(s) issued to me to any other person or entity;
4. I will always clear confidential information from my terminal screen and sign off the system when my tasks are completed;
5. I will report immediately to my preceptor any unauthorized use, duplication, disclosure, or dissemination of confidential information by any person, including other students;
6. I will mask the identity of the patient or employee, and site when presenting confidential information orally or in writing, as part of my assigned educational and/or patient care duties.

I understand that my failure to fulfill any of the obligations set forth in this confidentiality agreement or my violation of any of the terms of this agreement may result in the following actions:

1. Disciplinary action by the Appalachian College of Pharmacy, including but not limited to action taken under the College's Standards of Professional Conduct;
2. Disciplinary action by the site, according to the site's policies and procedures, including removal from the site;
3. Appropriate state and/or federal legal action, including, but not limited to, civil or criminal prosecution.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Appalachian College of Pharmacy  
Student Self Evaluation

**Student:**

**Date:** ()

**Policy and Procedure Form**

Section Weight: 0.00%

**Policy and Procedure Form**

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

I have had the opportunity to discuss the practice site's policies and procedures, to ask questions about the policies and procedures, and have had all of my questions answered for me. I agree to abide by and comply with the site's policies and procedures.

**Score Summary**

Title:	Final Score	Weight	Adj. Final Score	
Primary Evaluation	0.00	100%	0.00	Required
<b>FINAL SCORE:</b>	<b>0.00</b>	<b>100%</b>	<b>0.00</b>	



## APPE Midpoint Evaluation

Section Weight: 0.00%

### Evaluation of the Student

**FINAL**

#### QUESTION 1

**NO SCORE SELECTED**

Has the student performed professionally at all times? If not, please explain below.

#### QUESTION 2

**NO SCORE SELECTED**

Does the student have an appropriate knowledge of drug products and disease states? If not, please explain below.

#### QUESTION 3

**NO SCORE SELECTED**

Has the student been physically present at the rotation site a minimum of 40 hours per week?

#### QUESTION 4

**NO SCORE SELECTED**

If the student continues to perform at the current level, will he/she pass this rotation?

**Please list any other problems or concerns that you may have with the student not addressed above.**

### Section Comments

## Score Summary

Title: Final Score Weight Adj. Final Score

Appalachian College of Pharmacy  
Preceptor Evaluation of Student

**Student:**  
**Preceptor:**  
**Site:**  
**Date:** ()

**APPE Acute Care Medicine Final Evaluation (2015 - 2016)**

**General overview**

Descriptive rubrics were developed to assist the preceptor in assessing the student on outcome expectations. The preceptor should read the criteria for each level of the rubric and assess the student with the corresponding rank according to how the student is progressing in achieving the competencies. The preceptor should rank the student on each section of the assessment to determine the mean score. **ONLY** grade any of the criteria that are applicable to the rotation. If not applicable, then grade as N/A. The overall mean score is used to establish the final grade.

**How to apply scoring**

**Rating descriptor guide:** A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below.

**Section Weight: 10.00%**

**PROFESSIONAL BEHAVIOR**

5= Excellent-Student demonstrated this behavior *very effectively* and/or *consistently*.

4= Very Good- Student demonstrated this behavior *effectively* and/or *consistently*.

3= Satisfactory-Student demonstrated this behavior with minimal effectiveness and/or consistency but may need *some minor* improvement.

2= Needs Improvement-Student demonstrated this behavior *somewhat effectively* and/or *consistently* but may *need some* improvement.

1= Unacceptable-Student attempted this behavior but was *ineffective* and/or *inconsistent* and needs *significant* improvement.

N/A-Not enough evidence to evaluate.

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

**Student is punctual, reliable, dependable and “follows through” with responsibilities.**

QUESTION 2

**NO SCORE SELECTED**

**Student uses time efficiently and prioritizes responsibilities effectively.**

QUESTION 3

**NO SCORE SELECTED**

**Student accepts and applies constructive criticism.**

QUESTION 4

**NO SCORE SELECTED**

**Student produces quality work and demonstrates a desire to exceed expectations.**

QUESTION 5

**NO SCORE SELECTED**

Student practices personal hygiene and wears appropriate attire.

QUESTION 6

NO SCORE SELECTED

Student is cooperative, respectful, diplomatic, and confident.

QUESTION 7

NO SCORE SELECTED

Student behaves in an ethical / legal manner and maintains confidentiality.

QUESTION 8

NO SCORE SELECTED

Student is nonjudgmental demonstrating an appreciation of cultural competency.

QUESTION 9

NO SCORE SELECTED

Student is empathic.

QUESTION 10

NO SCORE SELECTED

Student puts others' needs above his/her own.

Section Weight: 90.00%

## COMPETENCIES

Rating descriptor guide: A=4.5-5, B=3.5-4.49, C=3.00-3.49, F=2.99 and below

5= Excellent- Student has excelled in performing the competency in effectiveness and/or consistency. Student has completed the work and exceeded rotation requirements.

4= Very Good - Student performed the competency at an average level in effectiveness and/or consistency. Student has completed the work and satisfied rotation requirements.

3= Satisfactory- Student performed the competency at a minimally acceptable level in effectiveness and/or consistency. Student has completed the minimum rotation requirements.

2= Needs Improvement- Student attempted but did not achieve competency in all areas. The student may have completed the minimum rotation requirements but not at an acceptable level.

1= Unacceptable - Student attempted but did not achieve competency in all areas. The student may or may not have completed the minimum rotation requirements and requires significant improvement.

N/A = Not enough evidence to evaluate.

## PHARMACY PROFESSIONAL DYNAMICS

FINAL

QUESTION 1

NO SCORE SELECTED

**Pharmacy Profession:** Demonstrates the activities of the pharmacist appropriate to the practice site. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.

QUESTION 2

NO SCORE SELECTED

**Informatics and Integrative Competence: Critical Thinking and Decision-Making Abilities Regarding Evidence-Based Pharmacotherapy:** Retrieves appropriate information and **biomedical literature** from appropriate resources and utilizes technology to rationally and logically examine, interpret, evaluate, analyze, and synthesize information/issues/ then prevent

patient care issues/problems/error(s). \*\*\*\*

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QUESTION 3

**NO SCORE SELECTED**

**Oral Communication:** Listens, assesses health literacy, and uses effective **oral** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community.

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QUESTION 4

**NO SCORE SELECTED**

**Written Communication:** Listens, assesses health literacy, and uses effective **written** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community. \*\*\*\*

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QUESTION 5

**NO SCORE SELECTED**

**Collaborative Interactions with Health Professionals:** Interact with other health professionals to engender a team approach to patient care. \*\*\*\*

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QUESTION 6

**NO SCORE SELECTED**

**Self-Directed Learning Ability and Self-Directed in undertaking tasks:** After initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; Takes responsibility for own learning independently from instructor prompting.

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**PATIENT-CENTERED PHARMACY PRACTICE**

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QUESTION 7

**NO SCORE SELECTED**

**Disease State Knowledge:** Explains pathophysiology and clinical presentation of disease state(s).

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QUESTION 8

**NO SCORE SELECTED**

**Clinical Pharmacology and Pharmaceutical Product Knowledge:** explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs; discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. \*\*\*\*

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QUESTION 9

**NO SCORE SELECTED**

**Patient Information:** obtains all necessary and pertinent information from patient/family/ and/or other health care providers. Data includes patient-specific behavioral and socioeconomic information. Monitoring forms / tools are maintained in an organized and up-to-date manner. \*\*\*\*

---

QUESTION 10

**NO SCORE SELECTED**

**Patient Pharmacotherapy Assessment:** demonstrates the ability to independently assess the appropriateness of the patient's drug therapy to determine therapeutic endpoints and explain drug therapy including assessment of all medications, evidence-based literature and standards of treatment. \*\*\*\*

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QUESTION 11

**NO SCORE SELECTED**

**Pharmacotherapy Management Care Plan:** demonstrate the ability to independently **formulate, recommend, implement, monitor, evaluate and document** appropriately individualized pharmacy care plans. \*\*\*\*

**MANAGEMENT OF HEALTH CARE SYSTEMS AND MEDICATION DISTRIBUTION**

**QUESTION 12**

**NO SCORE SELECTED**

**Medication Safety:** Manages the medication use process to improve safety and quality by preventing medication errors, adverse events and medication-related problems. \*\*\*\*

**“OTHER” – Competencies**

**These assessments may be used for a project or other assessment to be added to the evaluation (quiz, etc.) If you do not have an applicable rating, please enter not applicable.**

**QUESTION 13**

**NO SCORE SELECTED**

**Formal Presentation Assessment:** Prepare an effective presentation(s) using appropriate media aids. Presentation evaluation form(s) are provided under **Forms & Documents in the APPE Manual** or at the Website: [www.acp.edu](http://www.acp.edu) under Experiential Education (Forms and Documents). Enter the assessment value here. \*\*\*\*

**QUESTION 14**

**NO SCORE SELECTED**

**Drug Information Assessment:** Read articles, textbooks, and other informational resources to assess and resolve pharmaceutical / patient care issues. A drug information evaluation form is provided under **Forms & Documents** in the manual or at the Website: [www.acp.edu](http://www.acp.edu). Enter the assessment value here. \*\*\*\*

**QUESTION 15**

**NO SCORE SELECTED**

**Project or other assessment. Describe below and enter the assessment value here.**

**QUESTION 16**

**NO SCORE SELECTED**

**Project or other assessment. Describe below and enter the assessment value here.**

**Section Weight: 0.00%**

**Required Information**

**FINAL**

**QUESTION 1**

**NO SCORE SELECTED**

**I certify that the student completed a minimum of 40 hours per week throughout the rotation.**

**If the student has not completed a minimum of 40 hours per week throughout the rotation, please explain.**

**QUESTION 2**

**NO SCORE SELECTED**

**I certify that the student has provided me with documentation for each of the asterisked (\*\*\*\*) competencies above, if evaluated, and I have reviewed the documentation.**

**In order to award a student a letter grade of “A” please justify by providing details of exceptional performance.**

**If this does not apply, please enter N/A into the comment box.**

## Section Comments

FINAL COMMENTS:

**If you scored a student < 3 on any competency please detail student deficiencies so that an appropriate remediation plan may be implemented.**

If this does not apply, please enter N/A into the comment box.

## Section Comments

FINAL COMMENTS:

### Final - General Comments.

(Suggestion - Highlight student strengths and areas for improvement.)

## Section Comments

FINAL COMMENTS:

## How to Apply Scoring

Final Grade:

A=4.5-5 B=3.5-4.49 C=3.00-3.49 F=2.99 and below

## Score Summary

Title:	Final Score	Weight	Adj. Final Score
Primary Evaluation	0.00	100.00%	0.00 Required
<b>FINAL SCORE:</b>	<b>0.00</b>	<b>100%</b>	<b>0.00</b>

Appalachian College of Pharmacy  
Preceptor Evaluation of Student

**Student:**  
**Preceptor:**  
**Site:**  
**Date: ( )**

**APPE Advanced Community Final Evaluation (2015 - 2016)**

**General overview**

Descriptive rubrics were developed to assist the preceptor in assessing the student on outcome expectations. The preceptor should read the criteria for each level of the rubric and assess the student with the corresponding rank according to how the student is progressing in achieving the competencies. The preceptor should rank the student on each section of the assessment to determine the mean score. **ONLY** grade any of the criteria that are applicable to the rotation. If not applicable, then grade as N/A. The overall mean score is used to establish the final grade.

**How to apply scoring**

**Rating descriptor guide:** A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below

**Section Weight: 10.00%**

**PROFESSIONAL BEHAVIOR**

5=Excellent -Student demonstrated this behavior *very effectively* and/or *consistently*.

4=Very Good- Student demonstrated this behavior *effectively* and/or *consistently*.

3=Satisfactory- Student demonstrated this behavior with minimal effectiveness and/or consistency but may need *some minor* improvement.

2=Needs Improvement-Student demonstrated this behavior *somewhat effectively* and/or *consistently* but may *need some* improvement.

1=Unacceptable-Student attempted this behavior but was *ineffective* and/or *inconsistent* and needs *significant* improvement.

N/A-Not enough evidence to evaluate.

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

**Student is punctual, reliable, dependable and “follows through” with responsibilities.**

QUESTION 2

**NO SCORE SELECTED**

**Student uses time efficiently and prioritizes responsibilities effectively.**

QUESTION 3

**NO SCORE SELECTED**

**Student accepts and applies constructive criticism.**

QUESTION 4

**NO SCORE SELECTED**

**Student produces quality work and demonstrates a desire to exceed expectations.**

QUESTION 5

**NO SCORE SELECTED**

**Student practices personal hygiene and wears appropriate attire.**

QUESTION 6

NO SCORE SELECTED

**Student is cooperative, respectful, diplomatic, and confident.**

QUESTION 7

NO SCORE SELECTED

**Student behaves in an ethical / legal manner and maintains confidentiality.**

QUESTION 8

NO SCORE SELECTED

**Student is nonjudgmental demonstrating an appreciation of cultural competency.**

QUESTION 9

NO SCORE SELECTED

**Student is empathic.**

QUESTION 10

NO SCORE SELECTED

**Student puts others' needs above his/her own.**

Section Weight: 90.00%

## COMPETENCIES

**Rating descriptor guide:** A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below

5=Excellent - Student has excelled in performing the competency in effectiveness and/or consistency. Student has completed the work and exceeded rotation requirements.

4=Very Good - Student performed the competency at an average level in effectiveness and/or consistency. Student has completed the work and satisfied rotation requirements.

3=Satisfactory - Student performed the competency at a minimally acceptable level in effectiveness and/or consistency. Student has completed the minimum rotation requirements.

2=Needs Improvement - Student attempted but did not achieve competency in all areas. The student may have completed the minimum rotation requirements but not at an acceptable level.

1=Unacceptable - Student attempted but did not achieve competency in all areas. The student may or may not have completed the minimum rotation requirements and requires significant improvement.

N/A= Not enough evidence to evaluate.

### PHARMACY PROFESSIONAL DYNAMICS

**FINAL**

QUESTION 1

NO SCORE SELECTED

**Pharmacy Profession:** Demonstrates the activities of the pharmacist appropriate to the practice site. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.

QUESTION 2

NO SCORE SELECTED

**Oral Communication:** Listens, assesses health literacy, and uses effective **oral** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community. \*\*\*\*

QUESTION 3

NO SCORE SELECTED

**Self-Directed Learning Ability and Self-Directed in undertaking tasks:** After initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; Takes



responsibility for own learning independently from instructor prompting.

---

QUESTION 4

NO SCORE SELECTED

**Social Awareness and Responsibility in Health Disparities:** Takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations minimizing health care disparities. Counsels individuals and/or groups on healthy lifestyles for disease prevention, wellness, and health promotion.

**PATIENT-CENTERED PHARMACY PRACTICE**

---

QUESTION 5

NO SCORE SELECTED

**Disease State Knowledge:** Explains pathophysiology and clinical presentation of disease state(s).

---

QUESTION 6

NO SCORE SELECTED

**Clinical Pharmacology and Pharmaceutical Product Knowledge:** explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs; discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. \*\*\*\*

---

QUESTION 7

NO SCORE SELECTED

**Patient Information:** obtains all necessary and pertinent information from patient/family/ and/or other health care providers. Data includes patient-specific behavioral and socioeconomic information. Monitoring forms / tools are maintained in an organized and up-to-date manner. \*\*\*\*

---

QUESTION 8

NO SCORE SELECTED

**Patient Pharmacotherapy Assessment:** demonstrates the ability to independently assess the appropriateness of the patient's drug therapy to determine therapeutic endpoints and explain drug therapy including assessment of all medications, evidence-based literature and standards of treatment. \*\*\*\*

---

QUESTION 9

NO SCORE SELECTED

**Pharmacotherapy Management Care Plan:** demonstrate the ability to independently **formulate, recommend, implement, monitor, evaluate and document** appropriately individualized pharmacy care plans. \*\*\*\*

---

QUESTION 10

NO SCORE SELECTED

**Patient/Caregiver Communication:** Utilizes effective mode(s) of communication to provide education and counseling on medications. Verifies understanding and follows HIPAA guidelines. \*\*\*\*

**MANAGEMENT OF HEALTH CARE SYSTEMS AND MEDICATION DISTRIBUTION**

---

QUESTION 11

NO SCORE SELECTED

**Prescription Verification:** Accurately interprets prescription orders and safely dispenses and administers drugs while applying professional standards and legal guidelines.

---

QUESTION 12

NO SCORE SELECTED

**Dispensing:** safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.

---

QUESTION 13

NO SCORE SELECTED

**Acquisition:** uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality. \*\*\*\*

QUESTION 14

NO SCORE SELECTED

**Management of health care resources:** describes principles and assures efficient use of personnel, financial, physical, medical, technical resources, formulary systems and marketing management in the provision of **patient care**, promotion of **public health and/or medication distribution systems** in pharmacy practice. \*\*\*\*

QUESTION 15

NO SCORE SELECTED

**Medication Safety:** Manages the medication use process to improve safety and quality by preventing medication errors, adverse events and medication-related problems. . \*\*\*\*

“OTHER” – Competencies

**These assessments may be used for a project or other assessment to be added to the evaluation (quiz, etc.) If you do not have an applicable rating, please enter Not Applicable.**

QUESTION 16

NO SCORE SELECTED

**Formal Presentation Assessment:** Prepare an effective presentation(s) using appropriate media aids. Presentation evaluation form(s) are provided under **Forms & Documents in the APPE Manual** or at the Website: [www.acp.edu](http://www.acp.edu) under Experiential Education (Forms and Documents). Enter the assessment value here. \*\*\*\*

NO SCORE SELECTED

QUESTION 17

NO SCORE SELECTED

Project or other assessment. Describe below and enter the assessment value here.

QUESTION 18

NO SCORE SELECTED

Project or other assessment. Describe below and enter the assessment value here.

**Required Information**

**FINAL**

QUESTION 1

NO SCORE SELECTED

I certify that the student completed a minimum of 40 hours per week throughout the rotation.

If the student has not completed a minimum of 40 hours per week throughout the rotation, please explain.

QUESTION 2

NO SCORE SELECTED

I certify that the student has provided me with documentation for each of the asterisked (\*\*\*\*) competencies above, if evaluated, and I have reviewed the documentation.

**In order to award a student a letter grade of “A” please justify by providing details of exceptional performance.**

If this does not apply, please enter N/A into the comment box.

**Section Comments**

**FINAL COMMENTS:**

November 2014

**If you scored a student < 3 on any competency, please detail student deficiencies so that an appropriate remediation plan may be implemented.**

If this does not apply, please enter N/A into the comment box.

### **Section Comments**

FINAL COMMENTS:

### **Final - General Comments**

(Suggestion - Highlight student strengths and areas for improvement.)

### **Section Comments**

FINAL COMMENTS:

### **How Scoring Works**

Final Grade:

A=4.5-5 B=3.5-4.49 C=3.00-3.49 F=2.99 and below

### **Score Summary**

<b>Title:</b>	<b>Final Score</b>	<b>Weight</b>	<b>Adj. Final Score</b>
Primary Evaluation	0.00	100.00%	0.00 Required
<b>FINAL SCORE:</b>	<b>0.00</b>	<b>100%</b>	<b>0.00</b>

Appalachian College of Pharmacy  
Preceptor Evaluation of Student

**Student:**  
**Preceptor:**  
**Site:**  
**Date:** ()

**APPE Ambulatory Care Final Evaluation (2015 - 2016)**

**General overview**

Descriptive rubrics were developed to assist the preceptor in assessing the student on outcome expectations. The preceptor should read the criteria for each level of the rubric and assess the student with the corresponding rank according to how the student is progressing in achieving the competencies. The preceptor should rank the student on each section of the assessment to determine the mean score. **ONLY** grade any of the criteria that are applicable to the rotation. If not applicable, then grade as N/A. The overall mean score is used to establish the final grade.

**How to apply scoring**

**Rating descriptor guide:** A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below

**Section Weight: 10.00%**

**PROFESSIONAL BEHAVIOR**

5=Excellent-Student demonstrated this behavior *very effectively* and/or *consistently*.

4=Very Good-Student demonstrated this behavior *effectively* and/or *consistently*.

3=Satisfactory-Student demonstrated this behavior with minimal effectiveness and/or consistency but may need *some minor* improvement.

2=Needs Improvement-Student demonstrated this behavior *somewhat effectively* and/or *consistently* but may *need some* improvement.

1=Unacceptable-Student attempted this behavior but was *ineffective* and/or *inconsistent* and needs *significant* improvement.

N/A-Not enough evidence to evaluate.

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

**Student is punctual, reliable, dependable and “follows through” with responsibilities.**

QUESTION 2

**NO SCORE SELECTED**

**Student uses time efficiently and prioritizes responsibilities effectively.**

QUESTION 3

**NO SCORE SELECTED**

**Student accepts and applies constructive criticism.**

QUESTION 4

**NO SCORE SELECTED**

**Student produces quality work and demonstrates a desire to exceed expectations.**

QUESTION 5

**NO SCORE SELECTED**

Student practices personal hygiene and wears appropriate attire.

QUESTION 6

NO SCORE SELECTED

Student is cooperative, respectful, diplomatic, and confident.

QUESTION 7

NO SCORE SELECTED

Student behaves in an ethical / legal manner and maintains confidentiality.

QUESTION 8

NO SCORE SELECTED

Student is nonjudgmental demonstrating an appreciation of cultural competency.

QUESTION 9

NO SCORE SELECTED

Student is empathic.

QUESTION 10

NO SCORE SELECTED

Student puts others' needs above his/her own.

Section Weight: 90.00%

## COMPETENCIES

Rating descriptor guide: A=4.5-5, B=3.5-4.49, C=3.00-3.49, F=2.99 and below

5= Excellent- Student has excelled in performing the competency in effectiveness and/or consistency. Student has completed the work and exceeded rotation requirements.

4= Very Good- Student performed the competency at an average level in effectiveness and/or consistency. Student has completed the work and satisfied rotation requirements.

3= Satisfactory- Student performed the competency at a minimally acceptable level in effectiveness and/or consistency. Student has completed the minimum rotation requirements.

2= Needs Improvement- Student attempted but did not achieve competency in all areas. The student may have completed the minimum rotation requirements but not at an acceptable level.

1= Unacceptable= Student attempted but did not achieve competency in all areas. The student may or may not have completed the minimum rotation requirements and requires significant improvement.

N/A= Not enough evidence to evaluate.

### PHARMACY PROFESSIONAL DYNAMICS

**FINAL**

QUESTION 1

NO SCORE SELECTED

**Pharmacy Profession:** Demonstrates the activities of the pharmacist appropriate to the practice site. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.

QUESTION 2

NO SCORE SELECTED

**Informatics and Integrative Competence: Critical Thinking and Decision-Making Abilities Regarding Evidence-Based Pharmacotherapy:** Retrieves appropriate information and **biomedical literature** from appropriate resources and utilizes technology to rationally and logically examine, interpret, evaluate, analyze, and synthesize information/issues/ then prevent patient care issues/problems/error(s). \*\*\*\*

QUESTION 3

NO SCORE SELECTED

**Oral Communication:** Listens, assesses health literacy, and uses effective **oral** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community. \*\*\*\*

QUESTION 4

NO SCORE SELECTED

**Written Communication:** Listens, assesses health literacy, and uses effective **written** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community. \*\*\*\*

QUESTION 5

NO SCORE SELECTED

**Collaborative Interactions with Health Professionals:** Interact with other health professionals to engender a team approach to patient care. \*\*\*\*

QUESTION 6

NO SCORE SELECTED

**Self-Directed Learning Ability and Self-Directed in undertaking tasks:** After initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; Takes responsibility for own learning independently from instructor prompting.

QUESTION 7

NO SCORE SELECTED

**Social Awareness and Responsibility in Health Disparities:** Takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations minimizing health care disparities. Counsels individuals and/or groups on healthy lifestyles for disease prevention, wellness, and health promotion. \*\*\*\*

**PATIENT-CENTERED PHARMACY PRACTICE**

QUESTION 8

NO SCORE SELECTED

**Disease State Knowledge:** Explains pathophysiology and clinical presentation of disease state(s).

QUESTION 9

NO SCORE SELECTED

**Clinical Pharmacology and Pharmaceutical Product Knowledge:** explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs; discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. \*\*\*\*

QUESTION 10

NO SCORE SELECTED

**Patient Information:** obtains all necessary and pertinent information from patient/family/ and/or other health care providers. Data includes patient-specific behavioral and socioeconomic information. Monitoring forms / tools are maintained in an organized and up-to-date manner. \*\*\*\*

QUESTION 11

NO SCORE SELECTED

**Perform patient physical assessment** as part of a patient care practice. \*\*\*\*

QUESTION 12

NO SCORE SELECTED

**Patient Pharmacotherapy Assessment:** demonstrates the ability to independently assess the appropriateness of the patient's drug therapy to determine therapeutic endpoints and explain drug therapy including assessment of all medications, evidence-based literature and standards of treatment. \*\*\*\*

QUESTION 13

NO SCORE SELECTED

**Pharmacotherapy Management Care Plan:** demonstrate the ability to independently formulate, recommend, implement, monitor, evaluate and document appropriately individualized pharmacy care plans. \*\*\*\*

QUESTION 14

NO SCORE SELECTED

**Patient/Caregiver Communication:** Utilizes effective mode(s) of communication to provide education and counseling on medications. Verifies understanding and follows HIPAA guidelines. \*\*\*\*

**“OTHER” – Competencies**

**These assessments may be used for a project or other assessment to be added to the evaluation (quiz, etc.) If you do not have an applicable rating, please enter Not Applicable.**

QUESTION 15

NO SCORE SELECTED

**Formal Presentation Assessment:** Prepare an effective presentation(s) using appropriate media aids. Presentation evaluation form(s) are provided under **Forms & Documents in the APPE Manual** or at the Website: [www.acp.edu](http://www.acp.edu) under Experiential Education (Forms and Documents). Enter the assessment value here. \*\*\*\*

QUESTION 16

NO SCORE SELECTED

**Drug Information Assessment:** Read articles, textbooks, and other informational resources to assess and resolve pharmaceutical / patient care issues. A drug information evaluation form is provided under **Forms & Documents** in the manual or at the Website: [www.acp.edu](http://www.acp.edu). Enter the assessment value here. \*\*\*\*

QUESTION 17

NO SCORE SELECTED

**Project or other assessment. Describe below and enter the assessment value here.**

QUESTION 18

NO SCORE SELECTED

**Project or other assessment. Describe below and enter the assessment value here.**

**Required Information**

**FINAL**

QUESTION 1

NO SCORE SELECTED

**I certify that the student completed a minimum of 40 hours per week throughout the rotation.**

**If the student has not completed a minimum of 40 hours per week throughout the rotation, please explain:**

QUESTION 2

NO SCORE SELECTED

**I certify that the student has provided me with documentation for each of the asterisked (\*\*\*\*) competencies above, if evaluated, and I have reviewed the documentation.**

**In order to award a student a letter grade of “A” please justify by providing details of exceptional performance.**

If this does not apply, please enter N/A into the comment box.

**Section Comments**

**FINAL COMMENTS:**

**If you scored a student < 3 on any competency please detail student deficiencies so that an appropriate remediation plan may be implemented.**

If this does not apply, please enter N/A into the comment box.

**Section Comments**

**FINAL COMMENTS:**

**Final - General Comments**

(Suggestion - Highlight student strengths and areas for improvement.)

**Section Comments**

**FINAL COMMENTS:**

**How Scoring Works**

**Final Grade:**

A=4.5-5 B=3.5-4.49 C=3.00-3.49 F=2.99 and below.

**Score Summary**

<b>Title:</b>	<b>Final Score</b>	<b>Weight</b>	<b>Adj. Final Score</b>
Primary Evaluation	0.00	100.00%	0.00 Required
<b>FINAL SCORE:</b>	<b>0.00</b>	<b>100%</b>	<b>0.00</b>



Appalachian College of Pharmacy  
Preceptor Evaluation of Student

**Student:**  
**Preceptor:**  
**Site:**  
**Date:** ()

**APPE Institutional Final Evaluation (2015 - 2016)**

**General overview**

Descriptive rubrics were developed to assist the preceptor in assessing the student on outcome expectations. The preceptor should read the criteria for each level of the rubric and assess the student with the corresponding rank according to how the student is progressing in achieving the competencies. The preceptor should rank the student on each section of the assessment to determine the mean score. **ONLY** grade any of the criteria that are applicable to the rotation. If not applicable, then grade as N/A. The overall mean score is used to establish the final grade.

**How to apply scoring**

**Rating descriptor guide:** A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below.

**Section Weight: 10.00%**

**PROFESSIONAL BEHAVIOR**

5=Excellent - Student demonstrated this behavior *very effectively* and/or *consistently*.

4=Very Good - Student demonstrated this behavior *effectively* and/or *consistently*.

3=Satisfactory - Student demonstrated this behavior with minimal effectiveness and/or consistency but may need *some minor* improvement.

2=Needs Improvement - Student demonstrated this behavior *somewhat effectively* and/or *consistently* but may *need some* improvement.

1=Unacceptable - Student attempted this behavior but was *ineffective* and/or *inconsistent* and needs *significant* improvement.

N/A= Not enough evidence to evaluate.

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

**Student is punctual, reliable, dependable and “follows through” with responsibilities.**

QUESTION 2

**NO SCORE SELECTED**

**Student uses time efficiently and prioritizes responsibilities effectively.**

QUESTION 3

**NO SCORE SELECTED**

**Student accepts and applies constructive criticism.**

QUESTION 4

**NO SCORE SELECTED**

**Student produces quality work and demonstrates a desire to exceed expectations.**

QUESTION 5

**NO SCORE SELECTED**

Student practices personal hygiene and wears appropriate attire.

QUESTION 6

NO SCORE SELECTED

Student is cooperative, respectful, diplomatic, and confident.

QUESTION 7

NO SCORE SELECTED

Student behaves in an ethical / legal manner and maintains confidentiality.

QUESTION 8

NO SCORE SELECTED

Student is nonjudgmental demonstrating an appreciation of cultural competency.

QUESTION 9

NO SCORE SELECTED

Student is empathic.

QUESTION 10

NO SCORE SELECTED

Student puts others' needs above his/her own.

Section Weight: 90.00%

## COMPETENCIES

Rating descriptor guide: A=4.5-5, B=3.5-4.49, C=3.00-3.49, F=2.99 and below

5=Excellent - Student has excelled in performing the competency in effectiveness and/or consistency. Student has completed the work and exceeded rotation requirements.

4=Very Good - Student performed the competency at an average level in effectiveness and/or consistency. Student has completed the work and satisfied rotation requirements.

3=Satisfactory - Student performed the competency at a minimally acceptable level in effectiveness and/or consistency. Student has completed the minimum rotation requirements.

2=Needs Improvement - Student attempted but did not achieve competency in all areas. The student may have completed the minimum rotation requirements but not at an acceptable level.

1= Unacceptable - Student attempted but did not achieve competency in all areas. The student may or may not have completed the minimum rotation requirements and requires significant improvement.

N/A= Not enough evidence to evaluate.

## PHARMACY PROFESSIONAL DYNAMICS

FINAL

QUESTION 1

NO SCORE SELECTED

**Pharmacy Profession:** Demonstrates the activities of the pharmacist appropriate to the practice site. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession

QUESTION 2

NO SCORE SELECTED

**Oral Communication:** Listens, assesses health literacy, and uses effective **oral** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the

community.

---

QUESTION 3

NO SCORE SELECTED

**Written Communication:** Listens, assesses health literacy, and uses effective **written** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community. \*\*\*\*

---

QUESTION 4

NO SCORE SELECTED

**Self-Directed Learning Ability and Self-Directed in undertaking tasks:** After initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; Takes responsibility for own learning independently from instructor prompting.

---

**PATIENT-CENTERED PHARMACY PRACTICE**

---

QUESTION 5

NO SCORE SELECTED

**Clinical Pharmacology and Pharmaceutical Product Knowledge:** explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs; discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices. \*\*\*\*

---

QUESTION 6

NO SCORE SELECTED

**Patient Information:** obtains all necessary and pertinent information from patient/family/ and/or other health care providers. Data includes patient-specific behavioral and socioeconomic information. Monitoring forms / tools are maintained in an organized and up-to-date manner. \*\*\*\*

---

QUESTION 7

NO SCORE SELECTED

**Patient Pharmacotherapy Assessment:** demonstrates the ability to independently assess the appropriateness of the patient's drug therapy to determine therapeutic endpoints and explain drug therapy including assessment of all medications, evidence-based literature and standards of treatment. \*\*\*\*

---

QUESTION 8

NO SCORE SELECTED

**Pharmacotherapy Management Care Plan:** demonstrate the ability to independently **formulate, recommend, implement, monitor, evaluate and document** appropriately individualized pharmacy care plans. \*\*\*\*

---

**MANAGEMENT OF HEALTH CARE SYSTEMS AND MEDICATION DISTRIBUTION**

---

QUESTION 9

NO SCORE SELECTED

**Prescription Verification:** Accurately interprets prescription orders and safely dispenses and administers drugs while applying professional standards and legal guidelines.

---

QUESTION 10

NO SCORE SELECTED

**Dispensing:** safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.

---

QUESTION 11

NO SCORE SELECTED

**Acquisition:** uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality. \*\*\*\*

---

QUESTION 12

NO SCORE SELECTED

**Management of health care resources:** describes principles and assures efficient use of personnel, financial, physical, medical, technical resources, formulary systems and marketing management in the provision of **patient care**, promotion of **public health** and/or **medication distribution systems** in pharmacy practice. \*\*\*\*

QUESTION 13

NO SCORE SELECTED

**Medication Safety:** Manages the medication use process to improve safety and quality by preventing medication errors, adverse events and medication-related problems. \*\*\*\*

**“OTHER” – Competencies**

These assessments may be used for a project or other assessment to be added to the evaluation (quiz, etc.) If you do not have an applicable rating, please enter Not Applicable.

QUESTION 14

NO SCORE SELECTED

**Formal Presentation Assessment:** Prepare an effective presentation(s) using appropriate media aids. Presentation evaluation form(s) are provided under **Forms & Documents in the APPE Manual** or at the Website: [www.acp.edu](http://www.acp.edu) under Experiential Education (Forms and Documents). Enter the assessment value here. \*\*\*\*

QUESTION 15

NO SCORE SELECTED

**Drug Information Assessment:** Read articles, textbooks, and other informational resources to assess and resolve pharmaceutical / patient care issues. A drug information evaluation form is provided under **Forms & Documents** in the manual or at the Website: [www.acp.edu](http://www.acp.edu). Enter the assessment value here. \*\*\*\*

QUESTION 16

NO SCORE SELECTED

**Project or other assessment. Describe below and enter the assessment value here.**

QUESTION 17

NO SCORE SELECTED

**Project or other assessment. Describe below and enter the assessment value here.**

**Required Information**

**FINAL**

QUESTION 1

NO SCORE SELECTED

I certify that the student completed a minimum of 40 hours per week throughout the rotation.

If the student has not completed a minimum of 40 hours per week throughout the rotation, please explain.

QUESTION 2

NO SCORE SELECTED

I certify that the student has provided me with documentation for each of the asterisked (\*\*\*\*) competencies above, if evaluated, and I have reviewed the documentation.

**In order to award a student a letter grade of “A” please justify by providing details of exceptional performance.**

If this does not apply, please enter N/A into the comment box.

## Section Comments

FINAL COMMENTS:

**If you scored a student < 3 on any competency please detail student deficiencies so that an appropriate remediation plan may be implemented.**

If this does not apply, please enter N/A into the comment box.

## Section Comments

FINAL COMMENTS:

## Final - General Comments

(Suggestion - Highlight student strengths and areas for improvement.)

## Section Comments

FINAL COMMENTS:

## How Scoring Works

Final Grade:

A=4.5-5 B=3.5-4.49 C=3.00-3.49 F=2.99 and below.

## Score Summary

Title:	Final Score	Weight	Adj. Final Score
Primary Evaluation	0.00	100.00%	0.00 Required
<b>FINAL SCORE:</b>	<b>0.00</b>	<b>100%</b>	<b>0.00</b>

Appalachian College of Pharmacy  
Preceptor Evaluation of Student

**Student:**  
**Preceptor:**  
**Site:**  
**Date: ( )**

**APPE Elective Final Evaluation (2015 - 2016)**

**General overview**

Descriptive rubrics were developed to assist the preceptor in assessing the student on outcome expectations. The preceptor should read the criteria for each level of the rubric and assess the student with the corresponding rank according to how the student is progressing in achieving the competencies. The preceptor should rank the student on each section of the assessment to determine the mean score. **ONLY** grade any of the criteria that are applicable to the rotation. If not applicable, then grade as N/A. The overall mean score is used to establish the final grade.

**How to apply scoring**

Rating descriptor guide: A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below.

Section Weight: 10.00%

**PROFESSIONAL BEHAVIOR**

5= Excellent- Student demonstrated this behavior *very effectively* and/or *consistently*.

4= Very Good- Student demonstrated this behavior *effectively* and/or *consistently*.

3= Satisfactory- Student demonstrated this behavior with minimal effectiveness and/or consistency but may need *some minor* improvement.

2= Needs Improvement- Student demonstrated this behavior *somewhat effectively* and/or *consistently* but may *need some* improvement.

1= Unacceptable- Student attempted this behavior but was *ineffective* and/or *inconsistent* and needs *significant* improvement.

N/A- Not enough evidence to evaluate.

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

**Student is punctual, reliable, dependable and “follows through” with responsibilities.**

QUESTION 2

**NO SCORE SELECTED**

**Student uses time efficiently and prioritizes responsibilities effectively.**

QUESTION 3

**NO SCORE SELECTED**

**Student accepts and applies constructive criticism.**

QUESTION 4

**NO SCORE SELECTED**

**Student produces quality work and demonstrates a desire to exceed expectations.**

QUESTION 5

**NO SCORE SELECTED**

Student practices personal hygiene and wears appropriate attire.

QUESTION 6

NO SCORE SELECTED

Student is cooperative, respectful, diplomatic, and confident.

QUESTION 7

NO SCORE SELECTED

Student behaves in an ethical / legal manner and maintains confidentiality.

QUESTION 8

NO SCORE SELECTED

Student is nonjudgmental demonstrating an appreciation of cultural competency.

QUESTION 9

NO SCORE SELECTED

Student is empathic.

QUESTION 10

NO SCORE SELECTED

Student puts others' needs above his/her own.

Section Weight: 90.00%

## COMPETENCIES

**Rating descriptor guide:** A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below

5= Excellent- Student has excelled in performing the competency in effectiveness and/or consistency. Student has completed the work and exceeded rotation requirements.

4= Very Good- Student performed the competency at an average level in effectiveness and/or consistency. Student has completed the work and satisfied rotation requirements.

3= Satisfactory- Student performed the competency at a minimally acceptable level in effectiveness and/or consistency. Student has completed the minimum rotation requirements.

2= Needs Improvement- Student attempted but did not achieve competency in all areas. The student may have completed the minimum rotation requirements but not at an acceptable level.

1= Unacceptable- Student attempted but did not achieve competency in all areas. The student may or may not have completed the minimum rotation requirements and requires significant improvement.

N/A= Not enough evidence to evaluate.

## PHARMACY PROFESSIONAL DYNAMICS

**FINAL**

QUESTION 1

NO SCORE SELECTED

**Pharmacy Profession:** Demonstrates the activities of the pharmacist appropriate to the practice site. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.

QUESTION 2

NO SCORE SELECTED

**Informatics and Integrative Competence: Critical Thinking and Decision-Making Abilities Regarding Evidence-Based Pharmacotherapy:** Retrieves appropriate information and biomedical literature from appropriate resources and utilizes technology to rationally and logically examine, interpret, evaluate, analyze, and synthesize information/issues/ then prevent

patient care issues/problems/error(s).

---

QUESTION 3

NO SCORE SELECTED

**Oral Communication:** Listens, assesses health literacy, and uses effective **oral** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community.

---

QUESTION 4

NO SCORE SELECTED

**Written Communication:** Listens, assesses health literacy, and uses effective **written** communication skills to clearly and appropriately communicate information about safe and appropriate medication use to patients, health care professionals, and members of the community.

---

QUESTION 5

NO SCORE SELECTED

**Collaborative Interactions with Health Professionals:** Interact with other health professionals to engender a team approach to patient care.

---

QUESTION 6

NO SCORE SELECTED

**Self-Directed Learning Ability and Self-Directed in undertaking tasks:** After initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; Takes responsibility for own learning independently from instructor prompting.

---

QUESTION 7

NO SCORE SELECTED

**Social Awareness and Responsibility in Health Disparities:** Takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations minimizing health care disparities. Counsels individuals and/or groups on healthy lifestyles for disease prevention, wellness, and health promotion.

---

QUESTION 8

NO SCORE SELECTED

**Public Health:** Applies population specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.

---

**PATIENT-CENTERED PHARMACY PRACTICE**

---

QUESTION 9

NO SCORE SELECTED

**Disease State Knowledge:** Explains pathophysiology and clinical presentation of disease state(s).

---

QUESTION 10

NO SCORE SELECTED

**Clinical Pharmacology and Pharmaceutical Product Knowledge:** explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs; discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices.

---

QUESTION 11

NO SCORE SELECTED

**Patient Information:** obtains all necessary and pertinent information from patient/family/ and/or other health care providers. Data includes patient-specific behavioral and socioeconomic information. Monitoring forms / tools are maintained in an organized and up-to-date manner.

---

QUESTION 12

NO SCORE SELECTED

**Perform patient physical assessment** as part of a patient care practice.

---

QUESTION 13

NO SCORE SELECTED

**Patient Pharmacotherapy Assessment:** demonstrates the ability to independently assess the



appropriateness of the patient's drug therapy to determine therapeutic endpoints and explain drug therapy including assessment of all medications, evidence-based literature and standards of treatment.

---

QUESTION 14

NO SCORE SELECTED

**Pharmacotherapy Management Care Plan:** demonstrate the ability to independently **formulate, recommend, implement, monitor, evaluate and document** appropriately individualized pharmacy care plans.

---

QUESTION 15

NO SCORE SELECTED

**Patient/Caregiver Communication:** Utilizes effective mode(s) of communication to provide education and counseling on medications. Verifies understanding and follows HIPAA guidelines.

---

**MANAGEMENT OF HEALTH CARE SYSTEMS AND MEDICATION DISTRIBUTION**

---

QUESTION 16

NO SCORE SELECTED

**Prescription Verification:** Accurately interprets prescription orders and safely dispenses and administers drugs while applying professional standards and legal guidelines.

---

QUESTION 17

NO SCORE SELECTED

**Dispensing:** safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.

---

QUESTION 18

NO SCORE SELECTED

**Acquisition:** uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.

---

QUESTION 19

NO SCORE SELECTED

**Management of health care resources:** describes principles and assures efficient use of personnel, financial, physical, medical, technical resources, formulary systems and marketing management in the provision of **patient care**, promotion of **public health and/or medication distribution systems** in pharmacy practice.

---

QUESTION 20

NO SCORE SELECTED

**Medication Safety:** Manages the medication use process to improve safety and quality by preventing medication errors, adverse events and medication-related problems.

---

**“OTHER” – Competencies**

**These assessments may be used for a project or other assessment to be added to the evaluation (quiz, etc.) If you do not have an applicable rating please enter Not Applicable.**

---

QUESTION 21

NO SCORE SELECTED

**Formal Presentation Assessment:** Prepare an effective presentation(s) using appropriate media aids. Presentation evaluation form(s) are provided under **Forms & Documents in the APPE Manual** or at the Website: [www.acp.edu](http://www.acp.edu) under Experiential Education (Forms and Documents). Enter the assessment value here.

---

QUESTION 22

NO SCORE SELECTED

**Drug Information Assessment:** Read articles, textbooks, and other informational resources to assess and resolve pharmaceutical / patient care issues. A drug information evaluation form is provided under **Forms & Documents** in the manual or at the Website: [www.acp.edu](http://www.acp.edu). Enter the assessment value here.

QUESTION 23

NO SCORE SELECTED

Project or other assessment. Describe below and enter the assessment value here.

QUESTION 24

NO SCORE SELECTED

Project or other assessment. Describe below and enter the assessment value here.

NO SCORE SELECTED

**Required Information**

**FINAL**

QUESTION 1

NO SCORE SELECTED

I certify that the student completed a minimum of 40 hours per week throughout the rotation.

If the student has not completed a minimum of 40 hours per week throughout the rotation, please explain:

**In order to award a student a letter grade of "A" please justify by providing details of exceptional performance.**

If this does not apply, please enter N/A into the comment box.

**Section Comments**

FINAL COMMENTS:

**If you scored a student < 3 on any competency please detail student deficiencies so that an appropriate remediation plan may be implemented.**

If this does not apply, please enter N/A into the comment box.

**Section Comments**

FINAL COMMENTS:

**Final - General Comments**

(Suggestion - Highlight student strengths and areas for improvement.)

**Section Comments**

FINAL COMMENTS:

**How Scoring Works**

Final Grade:

A=4.5-5 B=3.5-4.49 C=3.00-3.49 F=2.99 and below.

**Score Summary**

Title: Final Score Weight Adj. Final Score

Primary Evaluation	0.00	100.00%	0.00	Required
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<b>FINAL SCORE:</b>	<b>0.00</b>	<b>100%</b>	<b>0.00</b>
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Appalachian College of Pharmacy  
Student Evaluation of Preceptor

**Student:**  
**Preceptor:**  
**Site:**  
**Date:** ()

**APPE Student Clinical Rotation Evaluation of Preceptor/Site**

Section Weight: 0.00%

**Rotation Organization and Management**

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

Orientation to the site was adequate.

QUESTION 2

**NO SCORE SELECTED**

Educational outcomes and expectations were clearly explained.

QUESTION 3

**NO SCORE SELECTED**

The rotation was well organized.

QUESTION 4

**NO SCORE SELECTED**

Appropriate time was provided for the completion of projects and/or assignments.

Section Weight: 0.00%

**Site Resources**

**FINAL**

QUESTION 1

**NO SCORE SELECTED**

Access to reference materials was adequate.

QUESTION 2

**NO SCORE SELECTED**

Opportunities for interactions with other healthcare professionals were available.

QUESTION 3

**NO SCORE SELECTED**

The site offered a variety of learning experiences.

QUESTION 4

**NO SCORE SELECTED**

The pharmacy personnel were receptive and willing to interact with students.

QUESTION 5

**NO SCORE SELECTED**

Site accommodations were appropriate for student learning (i.e. adequate space for personal belongings, meeting areas, resources, etc.).

QUESTION 6

**NO SCORE SELECTED**

The setting provided opportunity for applying knowledge gained from classroom learning.

Section Weight: 0.00%

## Preceptor

**FINAL**

### QUESTION 1

**NO SCORE SELECTED**

The preceptor demonstrated an interest in teaching.

### QUESTION 2

**NO SCORE SELECTED**

The preceptor explained and clarified information.

### QUESTION 3

**NO SCORE SELECTED**

The preceptor encouraged students to make comments and ask questions.

### QUESTION 4

**NO SCORE SELECTED**

The preceptor was a good role model.

### QUESTION 5

**NO SCORE SELECTED**

The preceptor provided on-going constructive criticism when appropriate (strengths/proficiency and weakness/deficits).

### QUESTION 6

**NO SCORE SELECTED**

The preceptor provided appropriate supervision.

### QUESTION 7

**NO SCORE SELECTED**

The preceptor encouraged students to solve problems and make professional decisions with supervision.

### QUESTION 8

**NO SCORE SELECTED**

The preceptor demonstrated effective and appropriate interpersonal skills with staff, patients, and students.

### QUESTION 9

**NO SCORE SELECTED**

The preceptor showed respect towards different points of view.

**Section Weight: 0.00%**

## Student Opinions

**FINAL**

### QUESTION 1

**NO SCORE SELECTED**

The College curriculum prepared me for this APPE experience.

### QUESTION 2

**NO SCORE SELECTED**

This APPE experience prepared me for practicing pharmacy after graduation.

### QUESTION 3

**NO SCORE SELECTED**

I would recommend this site to others.

## Section Comments

## Score Summary

Title: Final Score Weight Adj. Final Score

-

# Appalachian College of Pharmacy

## PATIENT PROFILE/HISTORY FORM

**Name:** \_\_\_\_\_ **Gender:**  Male  Female **DOB:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **Hm** \_\_\_\_\_ **Wk** \_\_\_\_\_  
**Primary Care Provider:** \_\_\_\_\_ **Tele:** \_\_\_\_\_  
**Pharmacy:** \_\_\_\_\_ **Specialist:** \_\_\_\_\_ **Signed Consent Form:**  Yes  No

**Dosage Forms Available:** *(Include color, shape, size, and any special characteristics of the dosage form)*

<i>RX/OTC/Herbal</i>	<i>Name/Strength/Route/Frequency</i>	<i>Indication</i>	<i>Prescriber</i>	<i>Start Date</i>	<i>Comment: Efficacy/Adherence</i>

**Allergies:**

<i>Allergies</i>	<i>Reaction(s)</i>	<i>Allergies</i>	<i>Reaction(s)</i>
Allergy Free (NKDA)		Penicillin	
Aspirin		Sulfa	
Codeine		Other: _____	
Erythromycin		Other: _____	

**Medical History:**

<i>Medical Condition</i>	<i>Date of Diagnosis</i>	<i>Medical Condition</i>	<i>Date of Diagnosis</i>
Arthritis: <input type="checkbox"/> OA or <input type="checkbox"/> RA		Liver disease	
Asthma		Menopausal status ( <input type="checkbox"/> pre or <input type="checkbox"/> post)	
Cancer: <i>type</i> _____		Migraines	
COPD		Osteoporosis	
Diabetes: ( <input type="checkbox"/> type I or <input type="checkbox"/> type II)		Seizures	
Emphysema		Sexual dysfunction	
Heart attack		Stroke	
Heart failure		Thyroid disease ( <input type="checkbox"/> hypo/ <input type="checkbox"/> hyper)	
High Blood Pressure		Other:	
High Cholesterol		Other:	
Kidney disease		Other:	

**Personal/Social History:**

<b>Height:</b>	ft	in	-or-	cm	<b>Weight:</b>	lbs	-or-	kg
<b>Surgical History:</b>								
<b>Family History:</b>								
<b>Nicotine Use:</b>	<input type="checkbox"/> Never smoked		pack/day for		years	Stopped		
<b>Caffeine intake:</b>	<input type="checkbox"/> Does not consume		drinks/day (		)	Stopped		
<b>Alcohol Consumption:</b>	<input type="checkbox"/> Does not consume		drinks/day (		)	Stopped		
<b>Habits/Risk Factors/Drug Use:</b>								
<b>DIET:</b> <input type="checkbox"/> Low saturated fat/low cholesterol <input type="checkbox"/> Low sodium <input type="checkbox"/> Other								
<b>EXERCISE:</b> <input type="checkbox"/> None minutes times/week								

**Additional Comments:****Student Signature:****Date:****Preceptor Signature:****Date:**



## **Appalachian College of Pharmacy**

### **Patient Counseling Checklist**

- Introduce self and identify patient or patient's agent.
- Explain the purpose/importance of the counseling session.
- Convey complete information to the patient (e.g. drug name, indication, dosage regimen, potential side effects, missed dose instructions, refills allowed, and storage recommendations).
- Verify the patient's understanding via feedback.
- Summarizes by emphasizing key points of information, provides closure and opportunity for follow-up.
- Check for any additional concerns or questions.
- Use patient appropriate language throughout the counseling session.
- Use written information to support counseling when appropriate.



## Appalachian College of Pharmacy Patient Self – Treatment Consultation Form

Student:  
Rotation:  
Site:  
Preceptor:  
Date:

Patient Initials:

1. Describe the symptoms and the symptom time frame which led this patient to desire OTC therapy:
  
2. What other disease states, conditions, or medications the patient was taking influenced your recommendation?
  
3. Was the patient referred to a primary care provider?  YES  NO  
List the reasons for this decision:
  
4. If you recommended an OTC product, please detail your recommendation, the method by which the patient should monitor for efficacy or adverse effects, and any additional advice you gave the patient.

Preceptor signature:

Date:

# Appalachian College of Pharmacy Drug Related Problem (DRP) Documentation Form

Patient Initials: \_\_\_\_\_ DOB: \_\_\_\_\_ RX #: \_\_\_\_\_ Site: \_\_\_\_\_

Date: \_\_\_\_\_

**Category:**  Adverse drug reaction

- Calculation error/decimal point
- Compliance
- Dose too high
- Dose too low
- Drug-Disease interaction
- Drug-Drug interaction
- Drug-nutrient interaction
- Drug information
- Drug without indication
- Failure to receive drug
- Illegible RX
- Inappropriate indication
- Incomplete order
- Indication without drug
- Patient Allergy
- Rx violates legal requirements
- Suboptimal or unavailable dose form
- Suboptimal therapy
- Therapeutic duplication
- Wrong dosing frequency
- Wrong patient

Drug Involved: \_\_\_\_\_ Disease Involved: \_\_\_\_\_ Prescriber Type: \_\_\_\_\_

**Brief Description:** \_\_\_\_\_ (MD/DO, PA, NP,DDS)

**Status:**

- Resolved  Unresolved

**Type of RX:**

- Computer generated  Faxed  Preprinted  Telephoned by MD  Telephone by other  Written

**INTERVENTION**

**Recommendation:**

- D/C Drug  Add/initiate drug/device  Increase Dose  Decrease dose  
 Change dosage form/route  Change frequency  Recommend labs/monitoring  
 Other: \_\_\_\_\_

**Pharmacist Action:**

- Contact MD by phone  Patient education  Contact MD by fax  
 Contact nurse/secretary  Patient interview  Other: \_\_\_\_\_

**Resulting Action:**

- Clarified and dispensed
- Drug therapy added
- Form/route changed
- Educated prescriber
- Unknown
- Counseled caregiver
- Dose increased
- Lab/monitoring ordered
- Recommendation not followed
- Counseled patient
- Dose decreased
- No action require/info only
- Rx dispensed as written
- Drug stopped
- OTC rec.

**Patient Outcomes:**

- Patient responded
- ADR not resolved
- Requires follow-up (Follow-up date: \_\_\_\_\_)
- Patient did not respond
- Rec. not followed
- No response/no complications
- Unable to document
- ADR resolved

**Impact:**

- Info only
- Decreased drug cost
- Perceived impact on patient care
- Prevent ADR
- Increased drug cost
- Resolved ADR

**Recommendation Accepted?**

- Yes
- No
- Not known
- Time Required: \_\_\_\_\_

**Clinical Significance:**

- Neutral (depends on clinical interpretation)
- Very significant (averts organ dysfunction)
- Adverse significance
- Not significant (info only)
- Significant (improved/increased quality of care)
- Extremely significant (potentially lifesaving)

# ACP Formal Presentation Evaluation Form

Student \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Topic \_\_\_\_\_

Audience: Nurses \_\_\_\_\_ Physicians \_\_\_\_\_ Pharmacists \_\_\_\_\_ Patients \_\_\_\_\_

Others (list): \_\_\_\_\_

5 Excellent	4 Very Good	3 Satisfactory	2 Needs Improvement	1 Unacceptable
Student has excelled in performing the competency. Student has completed the work and <u>exceeded</u> activity requirements.	Student performed the competency at an above <u>average</u> level. Student has completed the work and <u>exceeded</u> rotation requirements.	Student performed the competency at an <u>acceptable</u> level. Student has completed the <u>minimum</u> rotation requirements.	Student attempted but did <u>not</u> achieve competency in all areas. The student may have completed the <u>minimum</u> rotation requirements but <u>not</u> at an acceptable level.	Student attempted but did <u>not</u> achieve competency in all areas. The student may or may <u>not</u> have completed the <u>minimum rotation</u> requirements and requires significant improvement.

Category	Score						Comments
	5	4	3	2	1	N/A	
1. The student was well prepared.							
2. The student presents pertinent data and information.							
3. The student answered questions effectively.							
4. Printed material and/or visual aids were well prepared and utilized effectively.							
5. The student was properly attired.							
6. The content of the presentation met matched the needs of the audience.							
7. Delivery includes direct eye contact and avoidance of distracting mannerisms.							
8. The presentation is logically organized and information is clearly explained.							
9. The difficulty level of the presentation was appropriate.							
10. The student effectively utilized the time allotted for the presentation.							
11. The student used proper enunciation/pronunciation of medical terminology.							
12. The student exhibited command and thorough knowledge of the subject matter.							

**Mean Score:** \_\_\_\_\_ (will be between 1 and 5)

Evaluator Signature: \_\_\_\_\_

This score should be entered in the CPPE Final Evaluation Form to contribute toward the student's final grade for the rotation. Comments may be written below or on the back of this page.

## APPALACHIAN COLLEGE of PHARMACY Drug Information Analysis - Evaluation Form

Student \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Drug Information Inquiry: \_\_\_\_\_

5 Excellent	4 Developing Excellence	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory
The student requires no prompting for clarification. Discussion points are discussed in depth and detail. The highest level of performance is achieved.	The student is able to clarify information with only a prompt so that information is accurate and covered in sufficient detail. All described behaviors are displayed.	The student requires clarification on one or two minor discussion points so that information is accurate and covered in sufficient detail. Nearly all (85-95%) of described behaviors are displayed.	The instructor must provide directed questioning so that the information is accurate and covered in sufficient detail. Most (50-70%) of behaviors are displayed.	The student needs extensive clarification. The instructor has to intervene so that the information is accurate and covered in sufficient detail. Few (<50%) of described behaviors are displayed.

Category	Score						Comments
	5	4	3	2	1	N/A	
1. Utilized time effectively / well prepared							
2. Summarized the question or therapeutic dilemma							
3. Identified and retrieved pertinent data and information							
4. Performed a critical analysis of the primary literature							
5. Summarized available data							
6. Reached an evidenced-based conclusion							
7. Wrote / presented response in a logical, organized, and clear manner							
8. Used proper grammar, punctuation, and medical terminology							
9. Showed enthusiasm							
10. Demonstrated effective presentation style							
11. Utilized appropriate audiovisuals							
12. Fielded questions effectively							

**Mean Score:** \_\_\_\_\_ (will be between 1 and 5: Please round to the nearest whole number.)

Signature of Evaluator: \_\_\_\_\_

This score should be entered on the bottom of the Final Evaluation Form in the section titled "Drug Information Evaluation." Additional comments may be written below or on the back of this page.

## ***Pledge of Professionalism***

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

**DEVELOP** a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

**FOSTER** professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

**SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.

**INCORPORATE** into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

**MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

*Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994*

## ***OATH OF A PHARMACIST***

I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

I will consider the welfare of humanity and relief of suffering my primary concerns.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.

I will respect and protect all personal and health information entrusted to me.

I will accept the lifelong obligation to improve my professional knowledge and competence.

I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.

I will embrace and advocate changes that improve patient care.

I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.

*The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association.*